

7-2015

The Acclimation Processes for New, First-time Presidents at Public, Master's-level Comprehensive Institutions: Lessons Learned

Mark Allan Kinders

University of Arkansas, Fayetteville

Follow this and additional works at: <http://scholarworks.uark.edu/etd>



Part of the [Educational Leadership Commons](#), and the [Higher Education Administration Commons](#)

Recommended Citation

Kinders, Mark Allan, "The Acclimation Processes for New, First-time Presidents at Public, Master's-level Comprehensive Institutions: Lessons Learned" (2015). *Theses and Dissertations*. 1223.
<http://scholarworks.uark.edu/etd/1223>

This Dissertation is brought to you for free and open access by ScholarWorks@UARK. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ScholarWorks@UARK. For more information, please contact scholar@uark.edu, ccmiddle@uark.edu.

The Acclimation Processes for New, First-time Presidents at
Public, Master's-level Comprehensive Institutions: Lessons Learned

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctorate of Education in Higher Education Administration.

by

Mark Kinders
Northwestern University
Bachelor of Science in Journalism, 1975
University of Wisconsin-River Falls
Master of Arts in History, 1994
University of Minnesota
Master of Public Affairs, 2004

July 2015
University of Arkansas

This dissertation is approved for recommendation to the Graduate Council

Dr. James O. Hammons
Dissertation Director

Dr. Karen Hodges
Committee Member

Dr. Carleton Holt
Committee Member

Abstract

The purpose of this study was to learn the acclimation practices of new, first-time presidents at regional, public comprehensive institutions. An original survey conducted from January through March, 2015, was completed by 61 new CEOs for a 59% response rate. They reported numerous activities that were helpful to learn their organization so as to become sufficiently comfortable in their understanding of campus culture, governance processes, operational practices, regional partners, and state policy climate to lead their organizations forward. With experience they learned that acclimation took longer than they expected. The study found higher rates of female or minority CEOs, and more chief academic officers than reported in profiles of CEOs nationally. There were fewer “outsiders” to higher education, but fewer selected from within their institutions. They described the operational environment of their institutions and the immediacy of operational problems. Many were surprised by the immediacy of these challenges. Several areas were analyzed for gender differences, and also whether CEOs responses varied based on the operational environment they inherited. The CEOs reported similar professional pathways and preparation for the presidency, and shared feelings of rewards, successes, and frustrations. The CEOs indicated they removed significant numbers of inherited top executives. Female CEOs reported stronger empathy than male CEOs. This was reported both in those stakeholders with whom female CEOs developed strong relationships, and those with whom they struggled to connect. Finally, nearly 30% of the new CEOs reported they seriously thought about leaving their positions.

© 2015 by Mark Kinders
All Rights Reserved

Acknowledgments

This dissertation is the outcome of exceptional assistance, insight, and guidance from a legion of colleagues and friends.

First, understanding exceptionalism requires a role model. Mine is Dr. Don Betz, with whom I've had the privilege of working with for the past decade as he led three institutions: the University of Wisconsin-River Falls, Northeastern State University, and the University of Central Oklahoma. This dissertation, in context, provides a formula for excellence as a CEO. Dr. Betz is the personification of that formula.

Second, there were many colleagues nationally, in Oklahoma, and at UCO who made this work possible. Thank you to Dr. Muriel Howard, president of the American Association of State Colleges and Universities. Your support helped secure the high participation rate that made this study meaningful. Thank you also to Dr. Dorcas Colvin, vice president for leadership development at AASCU. Your commitment to developing future generations of AASCU's leaders caused you to assist in capturing and sharing the "lessons learned" from this study to improve presidential success.

Dr. Tracy Morris, associate professor of statistics at UCO, was an extraordinary colleague throughout this process. Her knowledge of survey techniques and data analysis are incomparable. The data gathered through this survey on its own merits is noteworthy. But it was the intellect of Dr. Morris, who through her analytical and interpretative talents, that provided the laser focus to challenges faced by AASCU's leaders. Assisted by students Lance Ford and Sisi Chen, Dr. Morris helped me to ensure this study provides the correct answers to the right questions.

To the 61 CEOs who participated in this study, thank you for your time and candor in creating this in-depth portrait of the challenges of acclimation.

Dr. Bruce Speck, former president of Missouri Southern State University, was a marvelous colleague who assisted me in synthesizing an extraordinary mass of comparative information on CEO acclimation in the for-profit and higher education sectors. His experience as a president and editor brought clarity to this project.

Finally, thank you to my dissertation committee members at the University of Arkansas. Dr. Karen Hodges and Dr. Carleton Holt provided encouragement and sound advice throughout the germination and review process. The person who deserves the lion's share of credit for the totality of this project is my dissertation chair, friend, mentor, and colleague Dr. Jim Hammons. He suggested this project to me and was at my side every step of the way as the contextual research base was constructed over several years. Dr. Hammon's research acumen, contextual appreciation for the presidency, expertise in institutional leadership development, and his extraordinary attention to detail made this dissertation a success.

Dedication

This dissertation is dedicated to my wife Linda Bowlby-Kinders. Linda has been my best friend and team member for 26 years. She was there every step of the way on this journey both for my dissertation and my degree program. She encouraged, supported, contributed, and volunteered to help me to complete this program in every imaginable way. Linda celebrated my successes and showed extraordinary patience, empathy, and understanding to help me get past my frustrations. I couldn't have done it without you, Dear! Thank you!

Table of Contents

Chapter One: Introduction	1
Statement of the Problem.....	1
Significance of the Study	4
Purpose of the Study	5
Research Questions	6
Definition of Terms.....	8
Delimitations of the Study	10
Limitations of the Study.....	10
Chapter Summary	10
Chapter Two: Literature Review	12
Introduction.....	12
Part One: Literature Review Process	12
Part Two: Differences in Accountability Criteria Between CEOs in Business and in Public Higher Education	19
Part Three: Competing and Conflicting Expectations of Higher Education CEOs by Trustees, the Faculty, and Elected Officials.....	20
Part Four: Current Practices in Preparing New Presidents for Successful Acclimation.....	33
Part Five: Lessons Learned about CEO Acclimation in Business and Industry.....	36
Part Six: Acclimation Advance for New Higher Education Presidents.....	49
Chapter Summary	62
Chapter Three: Methodology.....	65
Introduction.....	65
Research Design.....	66
Target Population.....	69
Instrument Development.....	70
Data Collection Procedures.....	76
Data Analysis	77
Chapter Summary	79
Chapter Four: Presentation of Data.....	81
Introduction.....	81
The Processes of Acclimation.....	82
Survey Population.....	84
Demographic Profile of New, First-time Presidents at Regional, Public Comprehensive Institutions	86
Acclimation Strategies and Initial Impressions of the Presidency.....	92
Operational Challenges	96
Preparation for the Presidency	108
Observations About the Presidency	110
Chapter Summary	117
Chapter Five: Findings, Conclusions, Recommendations	118
Introduction.....	118
Summary of the Methodology	118
Presentation of the Findings.....	119

General Research Area One: The Demographic Profile of New, First-Time Presidents at Regional, Public Comprehensive Institutions.....	119
General Research Area Two: Acclimation Strategies and Initial Impressions of the Presidency	122
General Research Area Three: Operational Challenges	124
General Research Area Four: Preparation for the Presidency	134
General Research Area Five: Personal Observations About the Presidency	135
Conclusions.....	141
Limitations of the Study.....	144
Discussion	145
Recommendations for Improved Practice.....	147
Recommendations for Future Research	150
Concluding Statement.....	154
References.....	156
Appendix A.....	166
Appendix B	167
Appendix C	181
Appendix D.....	182
Appendix E	183
Appendix F.....	184
Appendix G.....	188
Appendix H.....	192
Appendix I	194
Appendix J	196
Appendix K.....	198
Appendix L	200
Appendix M	202
Appendix N.....	214

List of Figures

Figure 1. Flow of participants in a survey of New, First-Time Presidents at Public, Comprehensive Institutions	67
Figure 2. Number of Executives Removed, By Number of Presidents	105
Figure 3. Acclimation in Months, By Clusters of Presidents Reporting That Amount of Time	117
Figure 4. Time to Acclimate vs. Time in Current Position.....	141

List of Tables

Table 1. Broad Search Results of the Literature about Higher Education Presidents' Acclimation Activities, and Final Results Applicable to the Study	16-17
Table 2. Broad Search Results of the Literature about Business CEOs' Acclimation Activities, and Final Results Applicable to the Study	18
Table 3. Attitudes, Activities, Challenges, Reflections, and Demographic Profiles Influencing the Acclimation of New Presidents.....	73-75
Table 4. Number of Months in Office for New, First-time CEOs at Time of Survey	86
Table 5. Immediate Previous Sector of Employment	88
Table 6. Immediate Previous Position if Employment Was in Higher Education.....	88-89
Table 7. Years in Previous Position.....	89
Table 8. Years in Higher Education.....	90
Table 9. New CEOs Who Previously Worked at their Institution.....	90
Table 10. Personal Characteristics by Gender	91
Table 11. Personal Characteristics by Marital Status	91
Table 12. Personal Characteristics by Race	91
Table 13. Personal Characteristics by Age	92
Table 14. Activities Engaged in by New Presidents and Their Helpfulness, Selected by: Very Helpful Somewhat Helpful, Uncertain; Scale 5.0 (Very Helpful) to 3.0 (Uncertain)	94
Table 15. Presidents' Assessment of Institutional Operational Environment at the Time of Assuming Their New Role.....	97
Table 16. Institutional Operational Challenges Ranked by Number of Presidents Selecting Immediacy, With Percentage for Each Items N Response; Scale 2 (Had to Address Immediately) to 0 (Not a Problem); And Their Reactions to Condition by N and Percentage	99-101
Table 17. Aggregated Data for Those Most Helpful to CEOs in Early Months of Acclimation, Ranked by Number of Nominations	102
Table 18. Critical Stakeholders who Represented the Greatest Challenge to Resolving Challenges or Capturing Opportunities.....	103
Table 19. Have you Replaced Any Direct-report Senior Staff?	104
Table 20. Processes New Presidents Used to Assess the Abilities of Inherited Senior Staff	105
Table 21. Methods Used to Remove Critical Personnel	106
Table 22. Would Presidents Handle Replacement Situation Differently, in Hindsight	107
Table 23. Life and Work Experiences That Helped Prepare New CEOs for the Presidency	108
Table 24. Number of Presidents with a Mentor for Career Guidance	109
Table 25. Recommend Others to Participate in Presidential Workshop	110

Table 26. Activities That Provide the Greatest Satisfaction for Presidents	111-112
Table 27. Commonly Felt Experiences of New Campus CEOs	113
Table 28. Coping Strategies of Presidents to Deal With Stress	114
Table 29. Since Assuming New Role Have Seriously Thought About Leaving Presidency/Chancellorship In The Near Future	115
Table 30. If Thought Seriously About Leaving Your Position, Would Seek Another Presidency. .	116
Table 31. With Benefit of Hindsight, Would You Change Your Acclimation Activities?	116
Table 32. Dependent and independent variables for gender and operational environment	119
Table 33. CEO Characteristics for Current Study Compared by Percentage to ACE 2011 National Survey	121
Table 34. Three Activities Engaged in upon Accepting Position Showing Value for Female CEOs; Mean Responses. Scale 1 (Very Helpful) to 5 (Unhelpful)	124
Table 35. Institutional Silos by Institution Environment	127
Table 36. Inefficient Work Routines by Institution Environment	127
Table 37. Lacking a Sense of Urgency for Necessary Changes by Institution Environment	128
Table 38. Failure to Confront Problems by Institution Environment.....	129
Table 39. Ineffective Performance Appraisal Process by Institution Environment.....	129-130
Table 40. Litigation Issues by Institution Environment.....	130
Table 41. Poor Work Ethic by Institution Environment	131
Table 42. Persons who were Most Helpful During First Months After Acclimating to New Role by Institution Environment; Mean Ranks	131
Table 43. Two Executives at Realigning Institutions who were Most Helpful During First Months After Acclimating to New Role; Mean Ranks	132
Table 44. Value of Using Personnel Files in Realigning Institutions vs. Turnaround	132
Table 45. Value of Formal Performance Appraisals in Realigning Institutions vs. Turnaround	132
Table 46. Budget Issues by Institution Environment.....	133
Table 47. Two Persons Most Helpful to Female CEOs During Acclimation; Mean Ranks.....	134
Table 48. Stakeholders Who Presented the Greatest Challenge to Female CEOs; Means Rankings	134
Table 49. Stakeholders that Represented the Greatest Challenge or Provided the Most Help to Male CEOs; Mean Ranks	134
Table 50. Female CEOs Cope With Stress by Spending Time with their Families	137
Table 51. Female CEOs Report Being Under Constant Observation More than Males.....	137
Table 52. Female CEOs Place Higher Importance on Continuing their Institution's Traditions	138
Table 53. CEOs Report Enjoying Going to Work Every Day at Turnaround Institutions	138

Table 54. CEOs at Turnaround Institutions Like Being a Role Model to Students.....	139
Table 55. A Lack of Time to Read and Think by Institution Environment	139
Table 56. Gaining Camaraderie with Other Presidents by Institution Environment	139
Table 57. CEOs at Realigning Institutions Take Longer to Achieve Acclimation ; Mean Ranks....	141
Table L1. Activities Engaged in by New Presidents and their Helpfulness; Selected by Helpful to Unhelpful; Scale 5.0 (Very Helpful) to 1.0 (Very Unhelpful).....	200-201
Table M1. Activities Engaged in upon Accepting Position by Institution Environment; Mean Responses; Scale 1 (Very Helpful) to 5 (Very Unhelpful)	202-203
Table M2. Personnel Issues by Institution Environment	204
Table M3. Accreditation Issues by Institution Environment	204
Table M4. Technology Issues by Institution Environment.....	205
Table M5. Facilities Issues by Institution Environment	205
Table M6. Campus Conflict Issues by Institution Environment.....	206
Table M7. Trustees/Regents by Institution Environment	206
Table M8. Unclear Institutional Vision by Institution Environment	207
Table M9. Lagging Institutional Energy by Institution Environment	207
Table M10. Personnel Not Working to Potential by Institution Environment	208
Table M11. Insufficient Data to Make Decisions by Institution Environment	208
Table M12. Ineffective Delegation of Responsibilities by Institution Environment	209
Table M13. Lack of Planning by Institution Environment.....	209
Table M14. Ineffective Organizational Structure by Institution Environment	210
Table M15. Ineffective Communications by Institution Environment	210
Table M16. Persons who were Most Helpful During First Months After Acclimating to New Role by Institution Environment; Mean Ranks	211
Table M17. Stake Holder Groups that Represented the Greatest Challenge in Resolving Institutional Problems or Acting on Opportunities by Institution Environment; Mean Ranks.....	212
Table M18. Number of Direct-Report Senior Staff Replaced Since Becoming CEO by Institution Environment; Mean Responses.....	212
Table M19. Length of Time in Months for CEO to Achieve Acclimation by Institution Environment; Mean Responses.....	213
Table N1. Immediate Previous Place of Employment by Gender	214
Table N2. Activities Engaged in upon Accepting Position by Gender; Mean Responses; Scale 1 (Very Helpful) to 5 (Very Unhelpful).....	215-216
Table N3. Persons who were Most Helpful During First Months After Acclimating to New Role; Mean Ranks	216-217

Table N4. Stake Holder Groups that Represented the Greatest Challenge in Resolving Institutional Problems or Acting on Opportunities by Gender; Mean Ranks	217
Table N5. Reviewed Predecessor's Files by Gender	218
Table N6. Reviewed Personnel Files by Gender	218
Table N7. Conducted Formal Performance Appraisal by Gender	218
Table N8. Personal Observations by Gender	218
Table N9. Information from Colleagues Outside of the Institution by Gender	219
Table N10. Formal Meetings with Staff by Gender.....	219
Table N11. Retreats by Gender.....	219
Table N12. Replacement of Direct-Report Senior Staff Since Becoming CEO by Gender	219
Table N13. Number of Direct-Report Senior Staff Replaced Since Becoming CEO by Gender; Mean Responses.....	220
Table N14. Serving Well in a Time of Challenge by Gender.....	220
Table N15. Making a Difference in Areas that are Important to Me by Gender	220
Table N16. Transforming the Lives of Others by Gender	221
Table N17. Being Challenged by the Variety, Breadth and Depth of the Position by Gender.....	221
Table N18. Having an Impact by Gender	221
Table N19. Enjoying Going to Work Every Day by Gender.....	221
Table N20. Making the World a Better Place by Gender	222
Table N21. Inspiring Others of Differing Backgrounds by Gender	222
Table N22. Improving the Quality of Life by Gender	222
Table N23. Transforming My Life by Gender.....	222
Table N24. Helping Students to Achieve Their Dreams by Gender.....	223
Table N25. Being a Role Model to Students by Gender.....	223
Table N26. Building My Institution so it can Effectively Serve the Next Generation by Gender ...	223
Table N27. Being in Charge by Gender.....	223
Table N28. Gaining Camaraderie with Other Presidents by Gender	224
Table N29. Achieving Success by Gender.....	224
Table N30. Building Diversity on My Campus by Gender	224
Table N31. A Sense of Loneliness or Isolation by Gender.....	224
Table N32. A Sense of Being Driven by Gender.....	225
Table N33. A Sense of Responsibility to Other Employees by Gender	225
Table N34. A Lack of Time to Read and Think by Gender	225
Table N35. Concern About how Others are Evaluating You by Gender.....	225

Table N36. A Sense of not Being Able to Accomplish All that You Wish as Quickly as You Would Like by Gender.....	226
Table N37. Sense of Urgency to Make Changes by Gender	226
Table N38. Physical Exercise by Gender.....	226
Table N39. Talk with Peers, Friends, or Family by Gender	226
Table N40. Relaxation Techniques by Gender	227
Table N41. Spending Time Alone by Gender	227
Table N42. Take a Vacation by Gender.....	227
Table N43. Would Apply for Another Presidency by Gender	227
Table N44. Length of Time in Months for CEO to Achieve Acclimation by Gender; Mean Responses.....	228

Chapter One: Introduction

Statement of the Problem

The presidency at public higher education institutions is at a crossroads. External pressures for accountability and performance expectations are escalating at a faster pace than previously experienced (Thelin, 2011). For example, Bataille, Asfaw, and Jackson, (2013; see also Kezar, 2009) described more than 60 performance challenges current presidents face in this era of accountability and noted general mistrust of the academy's ability to meet the needs of graduates, employers, and society at large. Thus, in an era of increased performance goals for higher education, those expecting more from the academy are skeptical about the capability of the academy to meet those expectations. In fact, meeting these external expectations can often be in conflict with the internal cultural norms of higher education institutions.

A factor amplifying the conflict in these internal and external expectations is the substantial turnover of presidents. Recent studies show that 52 percent of sitting presidents across the nation intend to retire within five years (ACE, 2013). Moore and Burrow's survey (2001) of presidents for all categories of higher education institutions showed that it takes significant time and experience in office for presidents to become sufficiently acclimated to have a meaningful impact on their institutions. As Moore and Burrow reported, 75 percent of all sitting presidents indicated that after being acclimated, their greatest period of effectiveness was between their fifth and eighth years in office.

Longevity in the presidency also is directly related to the ability by presidents to weather the extraordinary pressure of the position. In 2001, Moore, a former president of Indiana State University and past president of the Society of College & University Planning (SCUP), observed that recent surveys by the American Council on Education (ACE) indicated 50 percent of all

college presidents remain in office less than five years. Fewer than one in five presidents stay more than a decade, with the average tenure at seven years (ACE, 2011).

In *Presidential success and transition: Beginning, ending and beginning again* (2001), commissioned by the American Association of State Colleges & Universities, (AASCU), Moore concludes:

The frequency with which the college presidency turns over today makes the subject of presidential succession and transition important to those who are concerned about the welfare of our institutions of higher learning and those women and men who serve in the office of president. The implications of presidential turnover are significant—not only for those personally affected, but also for those who live, work, and learn daily on our college and university campuses. (p. 1)

Five factors underscore the importance of devising practical and relevant acclimation plans to navigate an institution's culture and politics if new presidents, in partnership with key stakeholders, are to achieve effectiveness. First, turnover is accelerating with the aging of sitting presidents. In a 2014 report, The American Council on Education (ACE) found that 92 percent of all presidents are over the age of 65 (Holt, 2014). In his doctoral dissertation, Scott (2011) calculated that at the current rate of turnover some 13,000 persons could fill the presidency of an American higher education institution between 2010-2019. This rate is double that of the 1990s.

Second, chief academic officers—those who might be assumed to be the most prepared candidates and who traditionally advanced to the presidency—now hold 34 percent of all presidencies. However, a Gallup Poll conducted of chief academic officers by *Inside Higher Education* in late 2013 found just 23 percent were strongly considering pursuing presidencies (Jaschik, 2014). An explanation for this decline in the traditional pipeline for the presidency was reported by ACE President Molly Corbett Broad in 2006 when she noted that 45 percent of chief academic officers said they would not pursue a presidency because they found the position to be unappealing.

Third, trustees are turning with increasing frequency to “outsiders” from business, elected office, or other government agencies to lead higher education institutions (Bataille et al., 2013; Chema, 2012; Sanaghan et al., 2008). In a national survey of 750 presidents conducted in 2005, Rita Bornstein reported that 23 percent came to the position from outside academia. This percentage indicates a surge in the number of “outsider” presidents to academia during the past decade. Earlier, in an analysis of six major higher education association reports conducted between 1986 and 1995, Birnbaum & Umbach (2001) found that 11.5 percent of presidents came from outside academia. In 2011, ACE found “outsiders” to academia stood at 20 percent. This substantial increase in higher education “outsiders” being hired as presidents could be influenced by trustees from the ranks of business who believe that adopting for-profit sector practices in higher education will produce institutional efficiencies (Quinn, 2007).

Fourth, recent surveys show substantial numbers of new presidents were startled by the challenges of the modern presidency. For example, in 2010 Bornstein reported that 59 percent of new presidents felt underprepared for the complexities of the position. Two years later, Cook (2012) found that a large minority of new presidents were confused or surprised when they encountered unanticipated, troubling components of the position. A 2011 ACE survey of 1,600 college presidents indicated that 20 percent did not have a clear understanding of the campus.

Finally, failure to employ mentors to help new presidents navigate the challenges of successfully acclimating to the culture and politics of their institutions is illustrated through a comprehensive national survey by Perrakis, Galloway, Hayes, & Robinson-Galdo (2011). Fully one-third of all presidents reported they did not have a mentor to help them prepare for their new office or acclimate to it. Further, these same presidents did not seek advice from seasoned

presidents to assess the institution's operational environment before they accepted an appointment offer.

Significance of the Study

A comprehensive review of the literature found that a study on the acclimation practices and challenges confronting new, first-time presidents at public, comprehensive master's-level institutions had never been done. This lack of research led to conversations with Dorcas Colvin, the vice president for leadership development at the American Association of State Colleges & Universities (personal communication, September 19, 2014), who committed to assisting this study because it will be very useful in guiding the content of AASCU's New Presidents Academy and prospective presidents workshops.

An examination of results from a comprehensive literature review of articles related to presidential acclimation in higher education shows there is little usable research directly relevant to this study except for one journal article and two dissertations. Represented in the journal study are aggregated results for institutions that include community colleges, liberal arts institutions, four-year baccalaureate, doctoral, land-grant institutions, and religious or tribal colleges (Perrakis et al., 2011). The Perrakis et al. (2011) article involved a national survey with responses by 96 presidents out of a target population of 602 presidents, for a 16 percent response rate. The low response prevented the disaggregating of data by institution type. The dissertations were no longer timely, and focused on two-year colleges. They were conducted in 1984 (Emery) and 1996 (Murphree) and surveyed the acclimation practices of community college presidents. Other surveys of presidential experiences and attitudes conducted by national higher education associations, such as ACE and the American Association of Governing Boards of Colleges & Universities (AGB), did not distinguish between public and private institutions

(Ewell, 2006). Further, these surveys did not distinguish responses between new, first-time presidents and their more experienced peers.

In the past 30 years, 12 dissertations addressed presidential acclimation. However, eight have focused on qualitative case studies of individuals or small groups of presidents, and four have conducted quantitative national research. One of these studies was a meta-review of presidential surveys used to identify those factors that contributed to a longer tenure. That author (Smith, 2007) found candidates selected internally averaged 2.9 years longer in office than “outsider” candidates in liberal arts and doctoral institutions. Smith was unable to determine a reason for this advantage but did suggest that “good will” and knowledge of the institution may have carried those presidents through difficult challenges. Tobias (2013) compared the attitudes of male and female presidents about their perceptions of the most important personality attributes required for a successful presidency. However, Tobias did not disaggregate her data by institutional category or years in office.

Therefore, the information of “lessons learned” from the survey conducted by this researcher will be of significance both for prospective presidents as they prepare for the presidency and for new presidents who are still in an acclimation phase. Further, higher education associations will find the survey significant in determining whether they should adjust their curricula in presidential workshops in response to the needs and challenges that new presidents reported they confront. The research also should be significant for trustees as they establish selection criteria when choosing presidents, and for establishing performance expectations as they collaborate with their new CEOs.

Purpose of the Study

The purpose of this study was to learn about the acclimation experiences, attitudes, and

reflections of new, first-time presidents at public, regional bachelor- and master-level comprehensive higher education institutions who have been in office between one and three years.

This survey sought to learn: the actions these new presidents took to acclimate to the policies, practices, people, culture, and politics affecting their institution; if there were differences in perceived acclimation challenges between “insider” (CEOs selected from within the institution) and “outsider” CEOs (those who come from a different institution or from outside of higher education); if there were differences in acclimation approaches and attitudes between male and female presidents; and if presidents varied their acclimation activities based on their perception of the operational environment of their institution.

Research Questions

To achieve the purposes of this study, the researcher developed a quantitative survey of 37 items. The survey classified these items into five general categories of inquiry. The general research categories and the relevant questions were:

1. Demographic profile of new, first-time presidents at regional, public comprehensive institutions:
 - a. Who were the new presidents, (e.g., age, gender, time in the position, previous position held and time in it, years worked, marital status, and ethnicity)?
2. Acclimation strategies and initial impressions of the presidency:
 - a. After accepting the position, what activities did new, first-time presidents engage in to acclimate to the position and which actions were most helpful?
 - b. Were there differences between male and female presidents in the activities they used in to acclimate?

- c. With the benefit of 20-20 hindsight, which acclimation activities were found to be helpful?
 - d. At the time they completed the questionnaire, what did they consider to be their three major contributions and their three major frustrations?
3. Operational challenges:
- a. In their view, which of the following terms best described the institutional environment of their institution: turnaround, accelerating, realigning, sustaining?
Did their assessment of the operational environment affect their attitudes and acclimation activities?
 - b. What problems or issues were encountered by the new presidents, and which were most surprising?
 - c. Which person(s) or stakeholders were most helpful or presented the greatest challenge during their first months in the position?
 - d. What actions did the new CEOs take to assess their direct reports, and if they replaced them, how many, what processes were used, and would they now handle it differently?
4. Preparation for the presidency:
- a. What life and career experiences helped prepare them for the presidency?
 - b. Did the new CEOs have a mentor and, if so, in what ways was the mentor helpful?
 - c. Had the new CEOs participated in any workshops or programs for aspiring or new CEOs and, if so, which ones and in what ways did they help?
5. Personal observations about the presidency:

- a. Of the possible outcomes that might result from a new CEO's actions, which ones did the new CEOs most like?
- b. Which commonly felt experiences of new presidents did they experience, and how did they cope with stress?
- c. Since accepting their first presidency, have they considered leaving the position in the near future and, if yes, would they apply for another presidency?
- d. With the benefit of hindsight, did they wish they had handled some actions (or inactions) differently?
- e. Did the new CEOs have an opinion about how long it would take them to acclimate/transition into their new role? If so, what did they say?
- f. What advice did they offer to "outsiders" selected to be president?
- g. Based on their experiences, did the new CEOs offer any advice to other new, first-time presidents?

Definition of Terms

To ensure consistency of understanding by readers, several terms were defined as they are used in this study. The definitions are:

1. New, First-Time Presidents. Individuals holding their first higher education presidency who have been in office at least 12 months but not more than 36 months.
2. Chief Executive Officer (CEO). In this study, this term was used interchangeably with "President" or "Chancellor."
3. Acclimation. The attitudes and actions of new presidents to become accustomed to the policies, practices, people, and internal and external politics associated with their institution.

4. Culture. An organization's shared values, beliefs, behaviors, and customs— often rooted in history and expressed in decision-making — that are the criteria by which an organization's members assess a CEO's performance.
5. Insider. A new president who was selected from within the organization.
6. Higher Education Outsider. A new president who was selected from a profession other than public higher education.
7. External Outsider. A new president who was selected from a different higher education institution.
8. Comprehensive, public master's-level institution. A classification of institutions used by the Carnegie Foundation for the Advancement of Teaching to designate public institutions that have a primary mission of undergraduate and master's-level teaching.
9. The American Association of State Colleges and Universities (AASCU). AASCU is a national organization of public colleges and universities that share a student-focused teaching and learning-centered culture.
10. Institution. As used in this study, this term will be used interchangeably with "college" or "university."
11. Transition. Higher education researchers use the terms "acclimation" and "transition" interchangeably to describe the processes and challenges for new presidents. As used in this study, "transition" will be interchangeable with "acclimation."

Delimitations of the Study

This study was delimited in two ways: One, it focused on the acclimation activities for new, first-time presidents at public, comprehensive master-level institutions. Two, it surveyed those new, first-time presidents who have been in office at least one year but not more than three years.

Limitations of the Study

This study was limited by two factors. First, it relied on self-reporting. As a result, there was no means to compare the responses of presidents with knowledgeable persons such as trustees or faculty. Second, first-time presidents at AASCU institutions were very busy. Their schedules influenced their ability or willingness to provide information.

Chapter Summary

The presidents of contemporary universities lead their institutions in an era of increased tension as they face more exacting performance pressures and accountability standards than their predecessors. Society at-large, elected and appointed policy decision-makers, trustees, and faculty have conflicting expectations of higher education CEOs. This requires significant leadership skills by new, first-time CEOs to navigate the cultural and organizational challenges of complex institutions. Recent surveys show numerous obstacles to finding the skilled leaders who can effectively advance the mission of higher education institutions, including an aging presidency, an aversion by “front-line” provosts to become campus CEOs, and an increasing frequency of trustees to pursue “outsiders” who, if they are not sensitive to the issues and culture of higher education, will increase their likelihood of failure.

Because of this substantial shift in the higher education environment, new presidents need to be astute in their acclimation processes. Yet, limited research has been conducted about

the acclimation challenges and the “lessons learned” by new, first-time presidents. Further, no acclimation study has been conducted that focused specifically on presidents at public, regional comprehensive institutions. This research gap is addressed through this study and its results are of significant value to prospective presidents, new presidents, trustees who hire presidents, and higher education associations who conduct workshops for aspiring and new presidents.

Chapter Two: Literature Review

Introduction

The modern higher education presidency is a study in conflict. On the one hand, it is considered to be a position of enormous stature and personal reward. On the other hand, it is beset with extraordinary conflicts between its internal and external stakeholders that can place CEOs in untenable positions. So intense are these tensions that presidents may easily make missteps or be confronted with ethical quandaries as they acclimate into office. These tensions can be magnified by what appears to be an ongoing redefinition of society's fundamental expectations of public higher education.

To explore these premises, this chapter is divided into six parts. The first reviews the literature by identifying keywords that describe the processes and challenges of presidential acclimation. The second part explains the difference in accountability criteria between CEOs in business and in public higher education. The third part of the chapter outlines the competing and often conflicting expectations of presidents by such key stakeholders as decision-makers, trustees, and faculty. The fourth part of the chapter reports the practices that are followed to prepare prospective presidents and to assist new CEOs in acclimation. The fifth section of the chapter analyzes the "lessons learned" in CEO acclimation in business and industry and their applicability to higher education. The last section of this chapter outlines the acclimation processes and strategies available to new higher education presidents by consultants, researchers, and experienced presidents.

Part One: Literature Review Process

The literature review for this project focused on two areas: literature about the challenges and pathways to successful acclimation by new university presidents and by CEOs in business

and industry. These two sectors were selected to determine “lessons learned” from business and industry that are transferable to public higher education. The literature on CEOs was especially relevant given the increased importance public policy decision-makers and trustees have placed on public higher education to operate “more like a business.” Materials for this study relied on four resources: scholarly journals, dissertations, higher education association periodicals, and books. I used the following search engines: Ebsco Academic Search Complete, ProQuest Dissertations, and JSTOR. In addition, I added Google Scholar for sources describing acclimation for higher education presidents. Publication dates ranged from 1984 through 2015.

The literature on the modern higher education presidency is extensive, particularly concerning the environmental climate of greater external and internal accountability. However, few sources provided insight to new campus CEOs, who are often outsiders, on how to quickly address operational challenges while adjusting to the internal and external politics of institutional cultures. Search terms I used for CEO acclimation were:

CEO/presidential acclimation in business and industry.

CEO/presidential transitions in business and industry.

CEO/presidential leadership and performance.

I quickly learned that the literature provides broad advice about challenges and pathways for “acclimation,” learning how to be effective as a president in a new environment. However, the literature, while providing theories about CEO acclimation, does not align recommendations to a specific environment. For example, the literature on higher education leadership in acclimation would recommend evaluating senior executives as crucial, but not specify criteria for conducting the evaluation. However, the business literature on acclimation dealt extensively with prioritizing actions and providing the tools to realize those actions. Consequently, relevant

literature about new CEOs in public higher education regarding acclimation is ill-defined, and thus limited.

In comparing two different social sectors—academe and business—subtle differences in terminology must be recognized. In both sectors, “transition” is used interchangeably with “acclimation.” In business, the assumption is that transition also means “succession,” or a “hand-off”—from the current CEO to the new CEO. This succession generally refers to an internal candidate who is groomed and selected as the new CEO. In the literature on acclimation in higher education, however, neither “succession” nor “hand-off” are common practices.

Another consideration in analyzing the literature about attitudes and challenges faced by higher education and business CEOs is that the literature did not differentiate between new versus experienced CEOs. In fact, I found only one peer-reviewed article that addressed the acclimation of new higher education CEOs. In addition, regarding higher education, a search of ProQuest, the dissertation abstract index, unearthed only twelve dissertations that in some way even remotely addressed acclimation over a twenty-year period. However, higher education association publications provided numerous narratives and general recommendations regarding acclimation. My most time-consuming research activity required searching the reference lists of peer-reviewed journal articles, books, and higher education association articles. This exhaustive search identified 86 books, studies, or association articles either directly or indirectly addressing “succession,” “acclimation,” or “transitions.” None were directly related to acclimation of presidents at four-year, public, comprehensive universities.

A similar, exhaustive review of the literature on business CEO selections, acclimation, or succession provided greater depth on tools, tactics, and environmental analysis than the higher education literature.

The Tables below demonstrate that an exhaustive search of the literature was conducted in two phases. First, a categorical search using the term “leadership” yielded a significant body of literature regarding the general topic of the study. However, a customized search revealed scant literature dealing directly with relevant information describing the relationship between the selection, transition, or acclimation of new CEOs in higher education and business, in relationship to the contemporary challenges they confront.

Table 1

Broad Search Results of the Literature about Higher Education Presidents' Acclimation Activities, and Final Results Applicable to the Study

Search Engine/ Source	Key words	Initial Key Word Title Results	Peer-reviewed Articles	Additional Key Words Results	Broad Search Results	Applicable to Research Project
Ebsco Academic Search Complete	College Presidents	2,149	2,097	And Transition	42	6
	College Presidents	3,175	786	And Leadership	18	1
				And Leadership And Transition	27	2
				And Acclimation And Acclimation	0 0	
JSTOR	College Presidents	6,258	6,257	And Acclimation	0	
				And Acclimation	0	1
	University Presidents	10,452	10,299	And Transition	101	1
				And Acclimation	1	
ProQuest Dissertations	College Leadership	252	250	And Transition	45 articles 3 books	5
	University Presidents	94		And Acclimation	0	12
				And Transition	0	

Table 1 (Cont.)

*Broad Search Results of the Literature about Higher Education Presidents' Acclimation Activities, and Final Results
Applicable to the Study*

Search Engine/ Source	Key words	Initial Key Word Title Results	Peer-reviewed Articles	Additional Key Words Results	Broad Search Results	Applicable to Research Project
American Council on Education <i>Presidency</i> Periodical		250		And Acclimation	0	9
				And Transition	68	
Association of Governing Boards <i>Trusteeship</i> Periodical		466		And Transition	29	18
				And Acclimation	2	
Google Scholar	College President	149		And Transition	1	18
				And Acclimation	1	1
	University President	178		And Transition	1	12
				And Acclimation	3	0
Total		23,423	19,689		342	86

Table 2

Broad Search Results of the Literature about Business CEOs' Acclimation Activities, and Final Results Applicable to the Study

Search Engine /Source	Key Words	Initial Key Word Title Results	Peer-reviewed Articles	Additional Key Words and Results	Broad Search Results	Applicable to Research Project
Ebsco Academic Search Complete	CEOs	161,803	8,814	And Acclimation	1	0
				And Transition	36	2
				And Succession	65	13
JSTOR	CEOs	335		Strategies And Succession	18	18
				And Acclimation	0	
				And Transition	0	
ProQuest Dissert	CEOs	212		Acclimation	0	
				Transition	0	
				Succession	12	2
Total		162,350	8,814		132	35

Part Two: Differences in Accountability Criteria Between CEOs in Business and In Public Higher Education

The review of the literature as described in part one reveals five areas of challenge for contemporary CEOs in higher education and business. Part Two focuses on differences in accountability between CEOs in higher education and CEOs in business. An impediment to integrating the literature between the two sectors is that their foci are different. In business, the focus is on profit. So the accountability for a business CEO is almost exclusively external. Critics point out that this ignores the implications of the internal culture on a CEO's success, but nonetheless the literature affirms the emphasis on external accountability. Contra wise, the literature on higher education CEOs stresses internal accountability. However, critics recognize the powerful influence of external accountability on higher education, and point to the misalignment between internal and external stakeholders regarding the social purpose of public higher education.

Where the two social sectors diverge is in the scale of misalignment between internal and external stakeholders. In business, success is measured strictly through profit and stockholder reaction to those profits, external criteria. In public higher education, consensus about clear-cut criteria for measuring a CEO's success is lacking. In short, the literature on business CEOs offers limited "lessons" on how to manage the internal culture of higher education. According to the literature, university presidents exist in an internal world of relentless observation in which their personal behavior is often subjected to criticism.

Despite the differences in how the literature for each sector approaches the external environment, the literature addresses commonalities. In both sectors internal constituent groups closely observe the public demeanor of presidents and rapidly pass judgment on whether it is

appropriate. In both sectors external stakeholders unrealistically assume presidents carry extraordinary personal and organizational power. They also presuppose that presidents possess the broad managerial competencies needed to easily resolve any problem or to capture any opportunity. These differences between internal and external stakeholder expectations for both types of CEOs can often result in clashes, with both audiences insisting that their point of view should prevail. These conflicts place extraordinary pressures on first-time presidents, who often are outsiders. They are expected to quickly and effectively assess and act on internal operational challenges without making a fatal misstep as they lead their institutions.

Part Three: Competing and Conflicting Expectations of Higher Education CEOs by Trustees, the Faculty, and Elected Officials

Part Two addressed twin problems. The first problem was the integration of the business and higher education literature regarding criteria for evaluating external CEO performance. The second problem was the powerful influence of the internal environment in evaluating CEOs in higher education, an influence that is not addressed in the business literature. This section explores areas of conflict between internal and external higher education stakeholders: presidents, state policy leaders, trustees, and faculty. Also addressed is the succession pipeline, which is of major consequence for successful acclimation in the higher education presidency. A significant difference between the two social sectors is that succession in business is a major theme in business literature. This is a criterion that should be of concern in higher education, but it receives little attention in that sector's literature.

Externally, trustees, external stakeholders who often are appointed by governors, are becoming increasingly activist by imposing on presidents their views about a business culture of management. Trustees, in considering the nature of the academy, can tilt toward workforce

development more so than the liberal arts. These views often conflict with the cultural norms of higher education as represented by faculty, internal stakeholders who object to categorizing higher education solely as a business and tilt toward the value of the liberal arts and intellectual quality of life. Regardless of the pathway to the campus CEO's office, Bowen and Shapiro (2002) pointed out that prospective and new presidents must be astute about how they will be perceived by trustees, faculty, and key federal and state decision-makers who regulate public institutions.

Trustees are not alone in using external criteria to measure CEO performance. In accordance with national goals, today's executives are expected to increase the number of students who graduate, who find good jobs, and who have done so with minimal student debt. These output measurements are in response to federal and state public policy objectives of maintaining America's global competitiveness. At the same time, external stakeholders believe that these goals can be achieved with diminished resources. In effect, the goals of external stakeholders for higher education are in conflict, and come at a time when states' tax support to educate students has dropped significantly (Bryan & Matthews, 2008; Mettler, 2014; Postsecondary Education Opportunity, 2013; Smerek, 2013). Faculty oppose these external output measurements as the most crucial criteria for assessing graduates' preparation for the workforce and for life. They insist education imparts intangibles that are difficult, if not impossible, to measure adequately. These intangibles—critical thinking, richness of intellectual life, civic engagement, and life-long learning—are the essential outcomes of education and manifest themselves throughout life (Ewell, 2006; Ewell, et al., 2011; see also Lumina Foundation, 2011).

Complicating the internal environment are inherited executives who comprise the Top Management Team (TMT). Not only do CEOs struggle with conflicts between opposing views of external and internal stakeholders, but they also are caught between competing views of internal stakeholders. A reason for conflicts with the TMT is the difference in the culture of decision-making. New presidents, particularly if outsiders, may bring a different taxonomy for making decisions than the one used by incumbent executives (Dalton & Kesner, 1985; Karaveli, 2007; Neumann, 1991; Singell & Tang, 2013; Tushman & Rosenkopf, 1996). As a result, presidents who cannot balance these competing interests are criticized for their perceived shortcomings in management skills by all of the institution's primary stakeholders: faculty, public policy decision-makers, business leaders, the media, and political activists—and their TMT (Archibald & Feldman, 2011; Association of Governing Boards, 2012; Levin, 1988; MacTaggart, 2012; see also Trombley, 2007).

This daunting picture of the internal and external challenges for contemporary presidents is not new. In 1998, Princeton University President Harold Shapiro offered this stark and sympathetic observation:

Indeed, it is commonplace at this point to observe that, for good or ill, many people believe that the reality for many contemporary presidents consists of either reacting to the unpredictable or trying to reconcile the conflicting demands of various citizens and patrons of the university community. As a result, many observers have concluded that the university or college president's job is largely symbolic and his or her influence, if any, sporadic, as the pace and direction of activity are determined by events over which the president has little control (89; see also Tichy, 2014).

One of the consequences in the clash between internal and external stakeholders is that the traditional pipeline for CEO succession is disrupted. Logically, the Chief Academic Officer (CAO) is poised, because of experience in the academy, to assume a presidency. However, CAOs are reluctant to seek a presidency because major stakeholders pursue different visions for the CEO. Thus, those “front line” executives most qualified to lead are not applying for the

presidency (ACE, 2013; Jaschik, 2014). The importance of this disruption to the traditional pipeline to the university presidency will become clearer when reviewing the literature on acclimation success rates of internal presidents versus external presidents.

Having provided an overview of the tensions among these stakeholders and a major consequence of that tension, the review will now address separately the issues of particular concern to each of the three critical groups: trustees, faculty, and external decision-makers. This analysis is needed because each group has particular interests and objectives by which it assesses the effectiveness of presidents. These interests and objectives are often in conflict with each other, particularly within groups. Thus, the next section explores these intra-group conflicts.

Trustees set high expectations, yet remain disengaged. Strained relationships between boards and presidents have become a topic of increasing discussion. Most higher education association conversations on the challenged presidency, and particularly the acclimation of new presidents, are informed by widespread popular surveys, books, and higher education periodical articles. They recite a range of conflict areas between CEOs and their boards. They report that trustees who come from the private sector are often frustrated with their perception that higher education decision-making operates at too slow of a pace (Trow, 1998). Bataille et al. (2013) offers that trustees' over-stated performance expectations of new presidents also are inflamed by the media, who create the false aura that dynamic presidents can quickly generate change. Bataille et al. (2013) reported that college presidents now ask whether "trustees are watchdogs for the governor, or do they want to help the university?" (p. 12). Writing earlier, Perrakis et al. (2011) found through a national survey that presidents considered trustees to be among the top three constituent groups that are the most difficult to work with.

Business professor and corporate succession researcher Neil Tichy (2014) endorses the concept that business executives who are appointed as trustees misunderstand the complexity of higher education institutions.

Business executives all too often operate under the erroneous and occasionally fatal assumption that presidents and deans are able to make reasonable unfettered and unconstrained command decisions, just like senior executives in a for-profit institution or a general in a military hierarchy. . . . College and university administrators may not, and therefore should not, even attempt to behave like a general or a traditional CEO if they know what is good for them (pp. 283-284).

More recently, Marla Holt in a 2014 article in *The Presidency*, reported that president-board relationships continue in a downward spiral. She cited a Gallup Poll conducted by *Inside Higher Education* that found 68 percent of presidents at public higher education institutions would replace board members if they could. Even so, as one president, Renu Khato, advised, presidents must acknowledge trustees' authority regardless of their perspective. "No matter how 'corporate' or 'out of academic line' board members' ideas may sound, it is imperative to respect their views" (*Q&A Minding the Gap*, 2014, p. 11). These tensions point to the conflict between CEOs and trustees who have the authority to direct the management of a higher education institution even though they do not have direct experience in its operations. As an outcome of trustees' inexperience in managing higher education and their high ideals about how presidents should function, CEOs are often caught between high expectations and a lack of specific performance goals. For example, Morrill (2010) reported that only slightly more than half of trustees (53%) regularly engage in a structured manner with their presidents on chief executive performance.

As a consequence of the contradiction of trustees setting high performance expectations while disengaging from their presidents, former President Judith Ramaley (2002), observed that new presidents often struggle with understanding precisely what trustees or System heads expect

of them (see also Bataille et al., 2013; Bowen & Shapiro, 1998). Ramaley, the former president at Portland State University, the University of Vermont, and Minnesota State University,

Winona, asks new presidents:

Do you have a mandate? If so, from whom? When new leaders are hired, those who hire them usually have intentions for what these new leaders must accomplish as well as a model, often somewhat deeply buried in their thinking, about what the problems or opportunities are and the right ways to go about addressing them. Most of us are attracted to places that are seeking to accomplish the goals that we cherish. We often assume that because we were chosen, the board or the person to whom we report must have given us a mandate to move forward. But this is often not the case. It is important to know clearly *what* you are expected to accomplish and whether there are any expectations of *how* you will do it (p. 69).

The Leadership Imperative, a monograph by the American Council on Education (2006), encourages integrated relationships between trustees and presidents to resolve the acclimation quandary for new presidents as posed by Ramaley. To strengthen a president's relationship with his or her board, ACE recommends that presidents build a clear, shared, mutual understanding of expectations and culture; develop a strategic plan; and present a united front between presidents and boards on contentious issues (Michaelson, 2013; see also Sanaghan et al., 2008).

Although boards may have difficulties in setting performance standards, they are beginning to recognize that they need help in hiring the best qualified presidents. Unfortunately, in seeking new CEOs, they want "perfect" presidents. Between 1998 and 2012 the percentage of searches in which a board hired a consultant to assist them had jumped from 38 percent to 56 percent. Nearly 90 percent of four-year institutions now engage a search firm (Dowdall, 2012). Higher education consultants indicate that boards expect prospective presidential candidates to be empathetic to others, have extensive leadership preparation experiences, and have accumulated widespread institutional operational expertise to contend with issues from a broad perspective (Artman & Franz, 2009; Dowdall, 2012; Seal, Boyatzi, & Bailey, 2006; Shapiro 1998). To achieve this, trustees list the following skills to be critical competencies in CEOs:

- informed organizational strategies;
- extensive resource management experiences;
- success in creating change;
- appreciation for the impact of globalization on American society;
- a collaborative spirit;
- exceptional communication skills;
- advocacy experience with external decision-makers;
- professionalism;
- entrepreneurship,
- emotional intelligence;
- social intelligence (Campbell et al., 2010; Skinner, 2010).

This list demonstrates the idealism that boards bring to the search, but it can undermine the ability to find an acceptable candidate. Yet identifying a candidate's leadership capacity remains a valid point. In recent years, for example, community college trustees are increasingly following consultants' advice to emulate the business sector in candidate screening processes. They employ an Occupational Personality Questionnaire as a screening tool (Saslow, 2005) to identify personality strengths and flaws in prospective CEOs. But regardless of the techniques that boards of trustees adopt to find new CEOs, they can undermine objective evidence about a candidate's leadership qualification by remaining fearful of hiring "incomplete" sitting presidents. Once the president is hired and demonstrates human flaws, trustees seek to hire a new president without those flaws but, unable to avoid the inherent problem of "imperfection," they may hire replacements who prove to have other fatal flaws (MacTaggart, 2012; see also Scott, 2011). This "flawed" philosophy of hiring the CEO is reinforced by lack of engagement

with the acclimation process for the new CEO. In contrast to business boards of directors, higher education trustees have marginal engagement in helping campus presidents to achieve success at their arrival (Dowdall, 2012).

Faculty set high standards for presidential performance. Another critical constituency for presidential success are faculty, whose support is essential to a successful acclimation. Sanaghan et al. (2008) viewed this relationship as second in importance to trustees. “Constructive faculty relationships are essential to any president’s success, but more so for new presidents because the faculty will be watching more closely in the beginning than at any other time” (p. 61). Research reveals the president-faculty relationship can be a difficult marriage. For example, Perrakis et al. (2011) in their survey of 62 college presidents found that the greatest dissatisfaction for presidents, in order, were relationships with faculty, legislators, and trustees.

Faculty expect much of their presidents. Search consultant Ellen Heffernan, however, worries that faculty can be so concerned with seeking strong administrators who can address internal academic program and operational issues that they often overlook qualified candidates whose strengths lie in external relations (2014). Fleming says of faculty expectations:

The faculty represents the institution’s academic programs and its commitment to academic values. Faculty are obligated to judge whether the missions of the creation and dissemination of knowledge are being honored, whether a president is appropriately concerned with curriculum and student development, whether essential conditions for academic work are maintained, and whether the president operates in a manner consistent with a collegial community. Faculty support is based in part on their perception of the president’s effectiveness as the institution’s chief academic officer (2010, p. 58).

Further, in a 2010 survey of 602 faculty members, Fleming administered an Academic President Behavior Inventory that evaluated 92 areas of CEO performance. The survey revealed 29 presidential missteps that can damage or destroy a presidency. Presidents are on the pathway to failure with faculty if they break inviolable norms by representing the institution poorly to

external groups such as regents and policy leaders; are critical of faculty or misrepresent their concerns to trustees; manipulate faculty in areas they consider to be their province, such as academic programs; fail to build external networks or lead fund raising; are inattentive, rigid or inflexible in their opinions; exclude faculty from decision-making through the shared governance process, or fail to deliver on promises; seek special privileges through student admissions, administrative appointments, contracting with consultants, or extending business contracts; mismanage finances; or exhibit moral turpitude through inappropriate relationships with staff or students (Fleming, 2010; see also Bornstein, 2003).

As in the case of trustees, faculty may also demand unachievable expectations of presidents.

Governors and Legislatures focus on higher education outcomes. The role of American higher education as a social institution is granted by society: to set the standards for awarding a degree, to create new knowledge to advance society, and to provide impartial analysis of the critical issues confronting society. Over the past two decades our nation's leaders have substantially shifted the definition of what those objectives should be and whether higher education is advancing the nation's common good. Bataille et al. (2013) report that, "At public campuses, college presidents face a slew of politically charged challenges due to the financial structure of these institutions. State-level politics often influence the decision-making process" (p. 11). As Princeton University President Martin Trow offered, accountability to governors and legislators focuses on financial accounting and compliance with laws, rather than the quality of the work being performed at public colleges and universities (1998, see also St. John, 2004). Trow also contended that relationships with state and federal governments have outstripped all other pressures in magnifying the complexity of the position. Responding exclusively to those

extraordinary external expectations can only distort an institution's mission. Indeed, ACE reports (2014) that 69 percent of presidents at public institutions said that legislators were their most difficult constituent group.

Since the 1990s the discussion has focused on whether the implied compact between society and public higher education is now broken. This debate asks who benefits most for this investment of taxpayers' dollars into higher education. Society historically has expected the social benefit to be realized in the production of college graduates who contribute equally to the economic, civic, and cultural fabric of society. The public discourse has now shifted to a private benefit argument in that the individual graduate gains far more than society through the lifetime earnings premium of an additional \$1.1 million beyond that of a high school graduate (Johnson, 2013). Because of this significant private life-time earnings benefit, elected officials nationally and in the states have engaged in a massive disinvestment of new tax monies in higher education and re-directed those funds into other state priorities, such as K-12 education, health care, corrections, and transportation (Badger, 2012; Cook & Hartle, 2009; Hurley, 2012; Postsecondary Education Opportunity, 2012).

The rate of public disinvestment in public higher education since the 1980s has been extraordinary, according to a report of the study group Postsecondary Education Opportunity, *State Disinvestment in Higher Education FY1961 to FY2013* (2013). The percentage of average state funding for higher education in relation to each \$1,000 of earned income is just 46.7 percent of what states contributed in 1980. In 2013, state support in actual monies averaged \$4.89 for each \$1,000 of earned income, down from \$10.47 in 1980. This reduction has been accelerating between 2008-2013, with a five-year reduction of 22.6 percent in contribution even though personal income rose 15 percent during that same time period (Postsecondary Education

Opportunity, 2013). In Oklahoma, as an illustration, while per capita income has increased by 2,100 percent since 1961, the share of per capita income contributed to higher education by the state has increased by just 11 percent (Kinders & Jobe, 2014). Accounting for inflation, Oklahoma would have had to increase its contribution in 2014 by 38 percent to equal its highest year of contribution, in 1982. The trend lines of decreased funding for Oklahoma are comparable to the majority of the states, according to Postsecondary Education Opportunity (2013).

Despite this reduction in funding as a pervasive national trend, the expectations for higher education performance have grown. The mission of public higher education is being re-shaped as a consequence of concerns by national leaders that the United States has fallen from 1st among nations with college graduates as a percentage of its population to its current global ranking of 16th. This global leadership conversation focuses on the singular issue of whether the United States economy will falter in its global competitiveness without a substantial increase in two- and four-year degree holders. The debate has resulted in a formal national and states public policy objective of regaining global education leadership by 2020 (Badger, 2012). This objective is another example of setting an unsustainable outcome that may not be realized without the investment of additional resources. As an indication of the extent of this shortfall, the Georgetown University Center on Education and Workforce estimated in 2013 that without an additional investment in post-secondary education the United States will fall short five million graduates who are needed by 2020 to support economic expansion (Porter, 2013).

This economic competitiveness and a related cost-containment debate have fueled greater assertiveness by state chief executive officers through the vehicle of the National Governors Association (NGA). Governors are shifting their states' public higher education systems away

from learning outcomes to work force outputs. These new accountability measures, which are also reflected in federal policy through the White House College Scorecard supported by the U.S. Department of Education, track only the retention and graduation rates, employment statistics, earnings, and debt load of college students (American Association of State Colleges & Universities, 2011, 2012, 2012b, 2013; see also Volkwein, 2010). AASCU (2013b) underscored the currency of this agenda in its assessment of state-of-the-state addresses by the nation's 50 governors in 2013. Among the major public higher education themes addressed by 31 governors for legislative action was economic development. Another 17 governors placed an increased emphasis on college and work force readiness (AASCU, 2013b).

NGA's assertiveness is directed toward all of education from K-12 to community colleges, and four-year colleges and universities. This re-framing of education by the NGA is the result of its collaboration with the public administrations of Presidents George Bush and Barack Obama, the United States Congress, and the U.S. Department of Education. Higher education associations and leaders through the State Higher Education Executive Officers, which is comprised of higher education system presidents for the 50 states, and the Association for the Study of Higher Education have fully engaged in this conversation on determining the contemporary purpose of higher education. The realignment of NGA public policies has been impacted by the position papers and research grants provided by influential foundations and associations, including the Bill and Melinda Gates Foundation, the Lumina Foundation for Education, Ford Foundation, Complete College America, the Council of Chief State School Officers, and The American Council on Education. These association recommendations for K-12 education and higher education have been adopted by the majority of governors as their

public policy platforms, which they are now implementing as state action agendas either through state statute or operational policies (Russell, 2011; Whilden, 2011).

In response, a national conversation has been launched on whether higher education is being devalued into the narrow function of serving corporate interests in search of a skilled work force that will adversely affect the mission of higher education institutions for decades to come (Gildersleeve, Pasque, & Carducci, 2010). In 2012 The College Board (TCB) and AASCU formed a national task force to review the influence of the commoditization of higher education and to offer a public policy response to rebuild the social compact. The charge to the work of this Public Perceptions and Policy Priorities Project (AASCU, 2012c, 2012d; Hurley & Harnisch, 2013) states,

There appears to be a fundamental disconnect between what political leaders say about how to develop a great future for their state and their willingness to create a higher education agenda and accompanying support mechanism to accomplish this goal (p. 1).

The assertiveness of the states' governors in all facets of K-12 through higher education via the NGA is comprehensive and compelling. Scores of state chief executives have adopted the arguments and the recommendations provided to them by foundations, higher education associations, the federal government, and their own organization to maintain economic competitiveness. Higher education presidents are being held accountable by public officials overwhelmingly for economic efficiencies and productivity measures tied to these new accountability metrics that measure retention and graduation rates, and the financial cost to students.

This competition between internal and external expectations can impose an ethical dilemma for presidents. External stakeholder demands for increased outputs of college graduates can conflict with internal stakeholder demands to produce graduates whose academic

experiences adhere to institutional educational values. In summary, presidents, constricted by inadequate funding, are mandated to achieve output objectives to maintain America's economic competitiveness that could result in learning outcomes which fail to meet the criteria that faculty demand must be provided to students to appropriately prepare them for the work force and for life.

Part Four: Current Practices in Preparing New

Presidents for Successful Acclimation

A recurring theme in the current conversation to reverse the decline of “front line” provosts who aspire to the presidency is to ensure that prospective candidates are properly prepared to lead. The rich body of higher education association literature and expanding workshop opportunities recognize that new, first-time presidents need substantial assistance if they are to experience a successful acclimation. In recent years higher education associations have launched programs and workshops to identify prospective presidential candidates, groom them for the position, and provide guidance after they assume office. Associations also have launched marketing campaigns in which sitting presidents speak about the rewards of serving as a campus CEO. As an example, the American Council on Education (2012) created the video “*ACE's Joys of the Presidency*” that includes interviews with a dozen presidents. (Online for more than 30 months at YouTube, the video has received only 72 views.) However, one shortcoming in the preparation of presidents is that higher education has not fully embraced the concept of actively mentoring prospective presidents. This form of assistance can be found in other governmental sectors.

Learning to become a successful president is not an easy task. Even the most seasoned presidents vividly recall the difficulties of acclimating to their first presidency (Ramaley, 2002;

Yudolf, 2010). “College and university presidents in today’s turbulent environment are at continual risk of losing their jobs,” wrote search consultant Martin Michaelson (2013, p. 2). The inability to acclimate can have ongoing consequences that ultimately lead to dismissal. The risk of contentious termination of presidents seems greater now than as recently as five or 10 years ago, according to Michaelson.

Michaelson’s premise is confirmed by other literature (Association of Governing Boards, 2006; Association of Governing Boards, 2012). They describe the obstacles in convincing academic leaders to seek the presidency, flaws in the selection process of new CEOs, the challenges of acclimating new presidents, and the difficulties in establishing mutual performance expectations between presidents and their boards.

Other surveys show that substantial numbers of new presidents appear to be startled by the breadth of unanticipated challenges in their new role. In 2001, Moore & Burrows reported nearly 80 percent of new presidents discovered at least one significant problem that was not disclosed to them when they were hired. These hidden problems included budgetary issues, personnel problems, accreditation issues, failing fundraising campaigns, litigation, technology problems, decaying facilities, campus conflicts, and trustees with personal agendas (Moore & Burrows, 2001; see also Scott, 2011). As pointed out earlier, 59 percent of new presidents said they were under-prepared for the complexities of the position (Bornstein, 2010). Two years later, Cook (2012) found that a large minority of new presidents expressed confusion or surprise when they encountered unanticipated, troubling components of the position.

The pressing need to prepare new presidents to address these problems is acknowledged by higher education associations and universities that recently launched workshops and programs for prospective and new presidents. The urgency of this training is exemplified through the

Harvard University Seminar for New Presidents (2015), which cautions on its seminar web site, “The external and internal challenges facing institutions today do not permit the luxury of learning on the job.” Examples of these emerging efforts to prepare prospective and new presidents are found in ACE, which in 2011 established the Institute for New Presidents for those within their first two years of ascending to the position. Another effort is the ACE Fellows Program in which new presidents are matched to experienced mentors. AGB offers a seminar that teams a new president and the board of trustees’ chair to attend a workshop together to develop their working relationship and to reach an understanding of performance expectations. AASCU offers five workshops or programs directed toward the presidency: Executive Leadership Program for senior cabinet members aspiring to the presidency (in collaboration with the Council of Independent Colleges [CIC] and the American Academic Leadership Institute [AALI]); Seeking a Presidency, offered at its annual conference for provosts that provides an overview of the president’s responsibilities; the Millennium Leadership Initiative, directed to cultivating members of underrepresented groups; the New Presidents Academy, providing presidential mentoring for those who have served less than two years; and the Experienced Presidents Academy, for those who have served more than three years (ACE Executive Leadership Group, 2014; Bornstein, 2010; Moore & Burrows, 2001). Other presidential programs include Harvard University’s five-day Seminar for New Presidents, its Program for Experienced Presidents, and the CIC six-day Presidential Vocation and Institutional Mission Program offered over the course of a year in collaboration with AALI.

A second initiative in assisting new presidents to succeed in acclimation is through active mentoring by seasoned presidents. Although reported to be an uncommon and limited practice in higher education, the importance of acclimation mentoring in government and industry sectors

has resulted in a “vast body of knowledge” (Reeves, p. 62) gathered through the Mentoring Body of Knowledge Project by the International Mentoring Association. It is an essential tool for success, according to former President Judith Ramaley (see also DeZure, Shaw, & Rojewski, 2014). Writing in the *Field Guide to Academic Leadership* (2002), Ramaley notes: “Often, special expectations apply to the new leader. It is this level that we seek to address when we set up mentoring programs for new faculty or support programs for new students. If only there were such programs for new presidents!” (p. 62). As higher education consultant Patrick Sanaghan (2008) points out in *Presidential Transitions*, there is more to preparing, accepting, and acclimating to the presidency than negotiating a satisfactory employment contract. With many of these acclimation programs still in development, and with the continuously shifting external pressures on the presidency, the programs will constantly require updating and revision. With the additional objective of developing peer networks and mentoring opportunities, the programs’ greatest benefit may be the safety net they create for presidents who consult with peers as a sounding board for workable solutions to difficult problems.

Part Five: Lessons Learned About CEO Acclimation in Business and Industry

Trustees, governors, legislators, and other public leaders argue that public higher education should operate more like a business. This view suggests either that business leaders have special attributes not found in higher education chief executives, or that public higher education as a social sector is no different than business. This section explores whether these conclusions are accurate.

Scholarly research in business CEO leadership and acclimation has been a subsector of investigation for more than forty years. Given the significant historical scope of the research, a researcher might assume at the outset that such a significant body of literature about leadership

CEO selection, transition (a term often used interchangeably with acclimation), and success would have high value for higher education CEOs. That would be an erroneous assumption. In fact, a review of that literature raises doubts about how applicable it is to higher education. For example, researchers in the for-profit sector acknowledge they do not have a complete grasp of all of the factors that affect business CEO success. Indeed, Silverstone, Lawson, and Mindrum (2007) note only 8 percent of business CEOs report that their management processes for addressing change were highly effective.

Further, if longevity in office is the criterion for measuring success then the data favor higher education CEOs, who remain in office longer than their business counterparts. The tenure of a typical higher education CEO at six years (Smith, 2007) is longer than that of a typical corporate CEO (Bornstein, 2003). In her review of the literature on corporate CEO acclimation advice, Bornstein draws two significant conclusions:

- Corporate CEOs fare no better than higher education presidents in achieving acclimation; and
- Corporate executive researchers recommend that new corporate CEOs adopt acclimation strategies and tactics that are very similar to those for higher education presidents (2003; see also Gabarro, 1985, 1987; Gilmore, 1988).

Regardless of whether they are an insider or outsider, half of business CEOs leave in three years or less, according to the Corporate Leadership Council (Bornstein, 2003; see also Ciampa & Watkins, 1999; Tichy, 2014; Watkins, 2013). Further, an estimated two-thirds of CEOs who were selected from outside the industry are fired within 18 months (Bornstein, 2003), the amount of time some authors suggest is necessary for CEO acclimation (Dierickx & Veneziano, 2008).

Academic business journals are replete with studies that have reported the acclimation successes and failures of new business leaders that are informative to higher education CEO acclimation. Many of these studies report on the acclimation performance of CEOs who were hired from other industries to salvage stressed businesses but then often perform poorly by business standards. That is because the success of these business CEOs has typically only been consistently measured by two criteria: company fiscal performance and stockholder confidence in that performance (Karavelli, 2007; Tichy, 2014).

My analysis of Karavelli's 2007 meta-analysis of more than fifty studies of thousands of business CEOs revealed significant difficulties in comparing business and higher education CEO experiences because business success is based exclusively on shareholder and board response to profits. These studies included health care, cement factories, chemical firms, newspaper publishers, automobile manufacturing, and high tech firms. The only study relating to higher education was of NCAA college basketball coaches. Karavelli contends that the narrow focus of these studies on the bottom line has left unanswered whether other critical factors affected acclimation failure. Unmeasured through research, according to Karavelli, is the widespread assumption in business that cultural resistance to change within an organization, or that opposition to change by an inherited TMT, will quickly accelerate the speed at which a new CEO will fail.

Nevertheless, business sector "lessons learned" can be applicable to higher education, including using techniques for navigating an organization's culture and institutional politics; balancing the tension of acclimation tactics and time to "success"; selecting and leading a TMT to achieve critical success. This section will explore how these three lessons learned might be applied to higher education. However, a lock-step mirroring of business executive leadership

strategies and tactics is not a panacea for higher education's challenges. Indeed, higher education CEOs are advised to consider the hazards of simplistically assuming what the business literature reports—even over a very long history—is conclusive and transparently applicable to higher education.

Navigating organizational culture and institutional politics. While the literature for business CEOs provides two means to measure CEO success, the metrics to measure success for higher education leaders are difficult to define, according to Tichy. He contends:

First and foremost, the most obvious differentiator is that nonprofit leaders and future leaders have with virtually no exceptions signed on to a mission—a term with both religious and military connotations—as opposed to pursuing a set of goals primarily dominated by financial considerations (2014, p. 273).

However, there are parallels and relevancy between what is known about acclimation and success when comparing corporate CEOs to higher education presidents (Bornstein, 2003; Kelly, 1980; Kotter, 1982; Lick, 2002; Moar, 2000). For example, misunderstanding an organization's culture magnifies the problems of successful acclimation in both the business and higher education sectors for outsider chief executives (Bornstein, 2003; Chema, 2012; Wiser, 2009). Ciampa and Watkins (1999) noted the most difficult challenge in acclimation for a new leader is to master the organization's politics and culture. To do this requires continuous conversations with organizational members and other stakeholders, who neither may be aware of nor willing to be open about these influencers. As a consequence, Ciampa and Watkins (1999) place the burden on new CEOs to be self-reliant. They encourage new CEOs to observe closely, look for patterns, develop theories about the organization, and seek evidence to support their conclusions.

Ciampa and Watkins' conclusion about the complexity of learning hidden cultural politics is reinforced by Tichy (2014; see also Ocasio, 1994). He notes that boards and executives must recognize the easiest part of a transition is having a new CEO learn the technical

operations of the organization. The more complicated, subtler elements are the political dynamics of how power and resources are distributed within the organization, and the cultural factors of values and beliefs.

I truly believe that the toughest leadership challenge of all is framing the content of the culture, determining precisely which values need to be shared, achieving alignment as to which objectives are worth collectively striving for, and identifying what beliefs all employees should be committed to. (p. 27)

Outsiders to the presidency in higher education are in as great a risk of misunderstanding the content of an organization's culture as are their corporate counterparts. In higher education, a cultural misalignment between an outsider CEO and the campus communities of faculty, staff, and students seems to be a recipe for transition conflicts that are likely to result in an early departure (Bensimon, 1990, 1993; Heck, Johnsrud, & Rosser, 2000). Quinn (2007) cites Moss and Green (2000) on the near universality of this challenge in higher education where 75 percent of all new presidents are outsiders to their institutions.

It logically follows that insiders have a better chance of success. This is supported in a regression analysis of 471 university presidents. Smith (2007) found that although fewer in number, insiders who ascend to the presidency outlast outsiders by an average of 2.9 years at public institutions. Attributing this to social cohesion that is particularly useful when the institution is challenged, Smith suggests "internally selected leaders have a different degree of relationships and relevance with their institution than outside leaders that somehow lead to staying power" (p. 127).

Concomitantly, in archival research dated to 1991, Quinn found higher education presidents who are mismatched to their institution leave or are terminated within 20 months. To alleviate a potential cultural mismatch, Tichy (2014) offers a bold solution in which he emphatically argues that corporations, non-profit organizations, and higher education institutions

must select from within. His position endorses the dominant business model for Fortune 500 corporations which insists that a new CEO will immediately select a successor, as the new sitting CEO will eventually advance to become chairman of the board. Tichy, however, rejects a common corporate practice of establishing a “horse race” between top executives as that can lead to the departures of highly talented individuals who were not selected for the CEO position. To ignore the consequences of failing to groom employees to ascend to the CEO position constitutes “unimpeachable evidence that the leadership pipeline is broken” (p. 41). Tichy goes so far as to say that failing to prepare an insider to become the new CEO reflects a defeatist attitude because it implies only an outsider can inject new energy and ideas into an organization.

Whether Tichy is right on the best pathway to the presidency, once in office a CEO must enter into a deliberate course of action to acclimate successfully, including navigating organizational culture and institutional politics.

Balancing the tensions of acclimation tactics and time to “success.” How long it takes a CEO to acclimate successfully is another topic that intersects business and higher education literature. Both literatures mirror and disagree with each other in the timelines to acclimate into office. An important point of divergence is in the complexity of the processes to accomplish this acclimation. Regarding common ground on acclimation advice to new CEOs, both sectors recommend conducting an operational analysis of an organization as a prelude to acclimation, and identifying strategies and tactics to acclimate. However, they diverge in the depth of these processes. Business processes for operational environmental analysis are far more rigorous than those for higher education. Through prescriptive steps of analysis, a business CEO can select from among five taxonomies of environmental status. Once a taxonomy is chosen, pathways to change that avoid CEO missteps by eliminating counter-productive actions that do not fit the

operational situation are automatically identified. This analysis would inevitably lead to CEO success in a compressed time frame, as typified by Watkins' (2014) insistence that implementation be within 90 days. Such a compressed timeframe immediately creates tension between the business pathway and that of higher education. The culture of higher education supports a more deliberative approach to analysis, tactics, and implementation of change. As noted earlier, the two sectors disagree on what constitutes operational success and the timeline to achieve success. The point of tension between business and higher education can be seen in the literature of business on the formulaic approaches to tactics and timelines prescribed for that sector.

A major business theme advanced by Watkins (2013; see also Bolmejr, 2007) that is not voiced in higher education acclimation literature is the importance of conducting a deep environmental analysis of the current state of the organization. Watkins provides detailed descriptions of five organizational environment taxonomies that will vary substantially in the challenges and opportunities they pose to the incoming leader. Watkins' institutional environmental descriptions leads to specific strategies to best address the existing organizational viability. Given the importance of actions steps matching the environment, a new CEO could make significant operational mistakes by failing to accurately assess the organization's environment (see also Silverstein et al., 2007). Watkins also offers extensive tactical advice, which is not mirrored in higher education acclimation literature, on how business CEOs should engage in evaluating and following the best pathway to implementing change by learning the organization, defining strategic intent, establishing priorities, building a leadership team, securing early wins, and creating alliances.

A concise summary of the organizational environments and the recommended acclimation activities that Watkins describes are listed below:

Start-up. A highly energized organization still shaping its agenda that requires more people, policies, and resources to advance. Challenges are defining strategies, organizational structures, and operational systems, and building a reliable management team and achieving success with limited resources.

Turnaround. An organization that recognizes it is in serious trouble, which requires rapid, decisive action to save it. Demoralized employees must be re-energized, actions must be quick and decisive, and painful program cuts must be made. Difficult personnel choices include replacing TMT members with talented outsiders or high potential employees. Changes must be slower and deliberate as the organization moves from denial to awareness of its true environment. Alliances with influential internal and external stakeholders are crucial to gain support and resources for change.

Accelerated growth. A successful organization that needs significant investments to realize its full potential. New structures and policies must be put in place to “scale up” the organization. The potential for growth motivates employees.

Realignment. This requires reenergizing a company that has a history of strong pockets of success that now faces problems. Employees must be convinced that change is necessary, and it will require a careful restructuring of the TMT to refocus the organization.

Sustaining. This organization is vibrant, energized and ready to reach the next level of success. A strong, inherited TMT is already in place and employees are motivated to succeed. Quality must be defended before new initiatives are pursued.

The specificity that Watkins recommends is in many ways foreign to higher education. While the two sectors often use the same terminology of evaluation and planning, they vary widely in implementation. As a crucial example, both sectors acknowledge the critical leadership contributions of a top management team to assisting a new CEO in acclimation that results in successful outcomes for the organization. However, their interpretations of how to structure and evaluate TMT members and manage the team also show tensions.

Selecting and Leading a TMT to Achieve Critical Success. The previous section noted the importance of a new CEO analyzing the operational status of an organization before acting. Equally important is the quality of the top executives a new CEO relies upon to provide advice and counsel in making critical organizational decisions. The CEO must act quickly and decisively in assessing the leadership capacity of the individual TMT members and their willingness to act as a cohesive unit.

Despite more than 40 years of research into CEO acclimation, strategic management decision-making processes within corporations and businesses have only recently been clearly defined. Nag, Hambrick, and Chen (2007) polled scores of academic researchers on the component properties of strategic decision-making and reviewed hundreds of journal articles to reach a common definition. They determined that strategic management consists of addressing major and emergent initiatives involving the allocation of resources to enhance performance of organizations in their external environments.

Limited scholarly research has been conducted on how higher education TMTs, including the CEO and senior executives, are effectively collaborating in this era of difficult choices (Neumann, 1991; Woodfield & Kennie, 2008). Therefore, the insights and lessons learned from

this area in business are useful to fully recognize the critical role that individual members of a university or college TMT must engage in if they are to successfully navigate troubled waters.

Strategic decision-making to arrive at “sense making” in complex business and higher education institutions, with numerous competing divisions, is one of the greatest challenges for both sectors’ CEOs (Bryman, 2007; Canella, 2001; Neumann, 1991; Smerek, 2103). Sense-making in both sectors requires that CEOs and TMTs balance numerous realities, including that:

- Change is constant;
- Past decisions are influencers to future actions;
- Justification for action frequently comes after the action is taken rather than through prior deliberative consideration;
- The experiences, biases, and the expertise of TMT executives are crucial influencers in whether the right decision is made.

Complicating sense making in colleges and universities is the extraordinary societal accountability pressures exerted on public higher education, as noted earlier (Gildersleeve et al., 2010; In the Public Interest, 2013; McPherson, 2002). In short, CEOs and TMTs in higher education are confronted with increasing competition and greater expectations for performance that closely match the bottom-line pressures for measuring success by for-profit businesses and corporations.

A recurring theme in business and industry decision-making research is that poorly constructed TMTs will typically engage in top-down decision-making in which serious errors are made due to cultural and cognitive biases, as well as mental shortcuts. Polowzyck (2010) cites North’s theory that an institution’s effectiveness is directly affected by the actions of flawed individuals who comprise the TMT (see also Adler, Baets, & Konig, 2011; Olie, Itersen, &

Smisek, 2012). Polowzyck's assertion is reinforced by Anthony Canella, Jr., a noted specialist on strategic decision-making. As quoted by Hambrick in a 2001 interview, Canella stated that an examination of strategic management and strategic leadership:

“... is meant to connote two main things: that we are talking about people at the top of the organization; and we are interested in the full scope of their activities, including their strategic choices ... as a strategic activity and symbolic activity” (p. 40).

The critical role of individuals is borne out by Strutton and Carter (2013; see also Canella, 2006; Cannella, Park, & Lee, 2008) regarding the membership of TMTs. Citing a survey (Lovallo & Sibony, 2010) of top executives on the effectiveness of their TMTs in making strategic decisions, Strutton and Carter indicate that an overwhelming 72 percent of business CEOs reported that TMT decision-making processes were as likely to be flawed as to be useful because of biases. If intra-team biases held by individual TMT members are unchecked, systematic decision-making processes relying on data and formulas may be subverted, particularly if compromise cannot effectively mediate different points of view. If the TMT refuses to respect and acknowledge the internal expertise of their peer executives, or does not appreciate the magnitude of the external challenges confronting the organization, the possibilities of effective decision-making are dramatically reduced (Strutton & Carter, 2013). An unanswered question, according to these researchers, is which individuals in reality or by perception have the most influence within the TMT. Factors that could determine personal influence include longevity in the organization, the prestige of position, other power differentials, or the opportunistic behavior by an executive to advance his or her sector agenda or personal aspirations (Canella, 2006; Hambrick, Werther, & Zajac).

On the other hand, Hambrick et al. (2008) cite anecdotal evidence to suggest that healthy, candid, critical discussions seldom occur in corporate TMTs due to an inclination toward “group-

think” (see also Frisch, 2010; Osland, Kolb, Rubin, & Turner, 2007; Teagarden, Teagarden, & Sheetz, 2009; Woodfield & Kennie, 2008).

Whether TMT decisions are arrived at through individual conflict or group-think, self-congratulations on previous good decisions can lead TMT members to wear two blinders to the realities that confront them (Canella, 2006). One blinder is believing previous success was based on intelligent analysis when, in fact, it just as likely was based on luck. Another blinder is that a decision-making process that worked successfully on one issue may be applied to another challenge even though the same process is inappropriate to the new situation.

The pressures of executive leadership also can create flawed decisions. Hambrick et al. (2006) indicate that CEOs and TMTs can fall into imperfect decision-making because of time constraints, performance expectations, and an overload of information that is too challenging to sort through and interpret. A common result is that they evolve into taking mental shortcuts to achieve a decision. Within the business literature, this is referred to as “satisficing,” or simply acting on the narrow frame of information that is understood and ignoring the information that cannot be comprehended. Satisficing can lead executives to settle for “good enough” rather than an ideal solution (Sadler-Smith & Shefy, 2004).

This mixture of personalities, mental shortcuts, and “satisficing” can result in irrational decision-making. Thus, the quality of individual TMT members is more important than the data, mathematical formulas, and decision-making tools they rely upon. Trust and passion among its members are the most important elements to a successful TMT and CEOs. Strutton and Carter (2013), citing Livallo and Sibony (2010), find that the quality of the interaction among the TMT’s members is six times more important to arriving at an effective decision than the highest quality data they may rely upon to inform their choices. Livallo and Sibony (2010) further

indicate that TMT failures as a team are the result of flawed pattern recognition, instability in the TMT, and/or biases directed toward other team members, toward taking immediate action, or toward a team member's personal interests.

Bias also is a product of Western society cultural norms, which has been documented in corporate TMT decision-making frames. In many ways, Anglo decision-making biases are the opposite of these Asian decision-makers (Strutton & Carter, 2013; see also Kavall & Voyten, 2006). Westerners are focused on the short-term, value speed in decision-making, are narrow in their perspective, "attack" problems, seek to be in control, pursue "action, action, action," are competitive, and need to achieve victory. "Rather than enlisting holistic, system-wide views, problems are typically isolated to resolve them as quickly and efficiently as possible" (Strutton & Carter, 2013, p. 7). This results in exploring fewer options. This Western notion of expediency in decision-making results in compressed timelines for action.

Kotter and Cohen (2002) offer similar perspectives and advice, also recognizing that the heat of human passion is of greater importance than cold logic to inspire others to change. They emphasize that CEOs and TMTs must create a sense of urgency when leading an organization through change. They conclude that a prevailing problem with failed organizations is that they relied overwhelmingly on dispassionate abstract, linear, technical logic to motivate leaders and followers to change. Successful organizations made emotional connections on issues in ways that allowed employees to see and feel the need for change so as to passionately embrace change as they implemented it through technocratic processes.

In summary, Part Five demonstrates that in some ways public higher education CEOs can benefit from the lessons learned in business if they are to successfully acclimate. Strategies include borrowing the processes to analyze an organization's environment, to evaluate and select

TMT members, and to recognize and avoid traps that lead to poor decision-making. However, these lessons must be mitigated by two tension points between higher education and business. First, the bottom-line metrics of profits as the measurement of success in business contrasts radically from public higher education in which criteria for measuring success can be unclear, contentious, or difficult to measure. Second, the cultural values of the two sectors are substantially different. While business often engages in top-down decision-making to achieve quick action, which also can be perilous in that sector, higher education in America supports a culture of inclusive decision-making that can negate the immediacy of action.

Part Six: Acclimation Advice for New Higher Education Presidents

Higher education researchers, consultants, and past and current presidents offer extensive advice on acclimation strategies and tactics to be adopted by new campus CEOs. Less certain, however, is when the acclimation process begins, and which are the most effective strategies and tactics for acclimation. Further, there is substantial disagreement on how long it should take higher education presidents to become sufficiently comfortable with an organization's culture, including how leadership uses internal politics to advance an organization. Moore and Burrows (2001) suggest this acclimation period could last up to 17 months. As noted previously, citing John Gabarro's research in 1987, Ciampa and Watkins (1999) indicate higher education CEO acclimation may take up to 32 months. Other higher education researchers conclude from presidential surveys that acclimation for campus CEOs may take as long as three years. Furthermore, additional research found that higher education presidents report they do not believe they have a substantial impact on their institution for at least five years. In consequence, the time frame and the most productive strategies to achieve successful acclimation will vary by

the operational condition of the institution, and the presidents' competency to continually re-evaluate progress toward successful acclimation (Ciampa & Watkins, 1999; Watkins, 2013).

In addition to conflicting research on how long it takes to acclimate, strategic and tactical advice abounds to help new presidents. In sorting through this information, two general approaches to acclimation become evident: a) generalized strategic approaches to acclimation, and b) lists of tactical actions tied to timelines to achieve acclimation success. Commonality in the advice for a successful acclimation appears to offer four pervasive assumptions. First, the prior experiences and the skill sets required for the modern presidency are breathtaking in their scope and are not easily acquired. Second, the process of acclimation into office for first-time presidents starts with the presidential appointment. There are too many immediate pressures to delay the launch of the acclimation process until the new CEO arrives on campus if "self-inflicted wounds" are to be avoided (Sanaghan et al., 2008). Third, developing reliable, loyal TMTs is essential to CEO success. Fourth, a positive attitude is everything for successful acclimation (Edmundson & Jensen, 2003; Fisher & Koch, 2004).

Regarding the first general approach of strategic approaches to acclimation, Bornstein offered a list of acclimation recommendations after conducting a survey of 182 sitting presidents (2003). This list included abstract generalized do's and don'ts for new presidents who seek to gain legitimacy. They are:

1. Unless the institution is in a crisis, resist pressure to undertake major systemic changes without a thorough review and constituent involvement.
2. Make all possible procedural changes to facilitate the work of the institution.
3. Respect the mechanisms of board and faculty governance.
4. Consult, collaborate, and communicate.

5. Absorb the culture and listen to opinion leaders.
6. Stay attuned to trends in higher education and society.
7. Develop a vision consistent with the culture and aspirations of constituents.
8. Act when the groundwork has been laid.
9. Make principled decisions and expect the same of others.
10. Maintain a scholarly life and participate in public policy conversations on educational issues.

Four years later, in her 2007 dissertation, Quinn summarized the general strategic acclimation activities that she found in the literature. They lean toward more personal, tactical interactions between presidents and their constituents than those offered by Bornstein (2003).

They are:

1. Make a good first impression.
2. Listen with respect and be open to influence.
3. Find a balance for governance.
4. Avoid simple thinking.
5. De-emphasize bureaucratic thinking.
6. Emphasize strong values.
7. Focus on strengths.
8. Encourage leadership by others.
9. Remain cognizant of personal performance.
10. Know when to leave.

Both Bornstein's and Quinn's strategic summaries offer limited specific details or explicit tools to help new CEOs to achieve these strategic objectives. The assumption in surveys

and the anecdotes of presidents who have accomplished acclimation is that presidents possessed a priori the skills and knowledge to achieve success. Researchers challenge whether this assumption is valid.

Higher education presidency researchers argue that too many new presidents are allowed to commit blunders through omission or commission during their acclimation periods. John W. Moore, former president of Indiana State University and past president of the Society of College & University Planning (SCUP), is blunt in his assessment of the mismanagement of presidential acclimations. In the AASCU commissioned monograph, *Presidential Success and Transition* (2001), he writes,

Presidential succession is a significant moment in the life of an institution. Continuity in presidential leadership throughout this transition can make a critical difference in the institution's short- and long-term performance. Unfortunately, these transitions all too often have deleterious effects on the people and institutions involved. Ample evidence suggests that many presidential transitions are poorly managed, personally dissatisfying, and in some cases even demeaning for the primary players—the presidents themselves (p. 1).

Academic leaders who are new to their first presidency are often confronted with learning new management skills in which they may have had little experience in their previous positions. Diamond et al. (2007) note that, “Most of us in higher education have not been prepared to serve as change agents. In fact, we may find ourselves in leadership roles based on successes we have had meeting very different challenges” (p. 16).

Interestingly, Quinn (2007), in her doctoral dissertation on presidential longevity, reports that lack of preparedness for the presidency has been a long-standing issue in higher education. She cites a notation by a professor writing in 1902 that few presidents “take a preliminary course to qualify them for the position” (p. 45). Yet, the essentiality of developing executive skills consistent with modern presidential responsibilities is indicated by a 2002 presidential survey

conducted by the American Council of Education that indicates how presidents spend their time. As an example, of presidents of comprehensive, master's-level institutions who are typically members of AACSCU, nearly 72 percent of sitting presidents reported the greatest demand of their time was fundraising, followed by planning (57 percent), and budgeting (49 percent) (Corrigan, 2002).

Regardless of the management skills and experiences of new presidents, they must possess the intuition and leadership skills to navigate their new organizational culture. Bowen and Shapiro (1997; see also Tichy, 2014; Weick, Sutcliffe, & Obstfeld, 2012) write that “higher education and its institutions have cultures that have evolved over generations and provide stability and powerfully protect the status quo” (p. 36). Underscoring this assertion, Fisher and Koch (2004) found that most presidential terminations often are the result of the inability of presidents to navigate institutional cultural expectations so as to work effectively with their boards or faculty. Bornstein writes new presidents are particularly at risk for threats of legitimacy due to a lack of a cultural fit:

The most lethal mistake a president can make in seeking legitimacy is failure to understand and enact the institutional culture. A new president must quickly learn the importance of what David Dill calls the “nurturance of myth, the identification of unifying symbols, the ritual observance of symbols, the canonization of exemplars”—all part of the management of meaning. (2003, p. 45)

In many ways, these abstract themes seem to suggest a commitment to the status quo. If this is so, it conflicts with the urgency of change that external decision-makers, such as legislators and trustees, are imposing on higher education. The literature suggests simultaneously that presidents know how to lead an institution in any situation yet are at peril of making a fatal mistake that can jeopardize their legitimacy to lead. The inherent contradiction between these two themes illustrates how presidents can be placed in an untenable position.

What to do, but not how to do it. The second abstract theme of a presidency is that new CEO acclimation begins with the appointment. A review of the higher education literature offers long lists of tactical steps that march toward acclimation. However, this literature does not offer depth on the tools or evaluative techniques to successfully accomplish these tasks. As noted previously, however, the business literature offers substantially greater depth on how to go about conducting these evaluations as acclimation action steps are prioritized and implemented. This tension again points out the difficulty in comparing the varying disparate cultures of business and industry as social sectors.

Illustrations of the complexity of activities that new, first-time higher education presidents must engage in to successfully acclimate to their institutions are offered by Kenneth Shaw in *Field Guide to Academic Leadership* (2002; also see Neff & Citrin, 2005; Sanaghan et al., 2008) in the chapter Presidential Transitions. Shaw expands upon the 10 do's and don'ts of Rita Bornstein in *Legitimacy in the Academic Presidency* described earlier (2003; see also Moore & Barrows, 2001).

Shaw's experiences are informed by his roles as the Chancellor of the University of Southern Illinois, his presidency of the University of Wisconsin System where he was responsible for hiring and supervising the chancellors of 15 institutions, and subsequently his presidency and chancellorship at Syracuse University. Shaw, who has published more than 40 books and articles on the presidency and leadership, offers an acclimation guide of 19 activities if new presidents are to be successful. (Shaw is also highlighted in a case study profile by Fisher and Koch [2004] as a pragmatic leader who addressed budgetary problems at Syracuse University on his arrival there. A close reading of this profile reveals that Shaw followed many of the acclimation steps that he advises for new presidents). It is important to note that Shaw's

advice has new presidents acting in individual, personal capacities with marginal suggestions that they should navigate activities as a team with their campus community.

In context, the recommendations can be conflicting or incomplete. Shaw suggests that before presidents arrive on campus they should conduct expedited yet deep analyses of the organization, with advice on which processes to use. As an example, presidents should conduct Delphi techniques through several iterations to identify problems. After arrival, Shaw's recommendations range from generic advice to specific outcomes, but they do not include advice on the processes to accomplish them. For instance, presidents are advised to "deal with change resisters," without specifics on how to identify and assess who is a resister, what behavior they are exhibiting, and the appropriate CEO responses. As with Bornstein, these recommendations seem to infer that new CEOs have moved into their new roles with the managerial skills and emotional and social intelligence to successfully accomplish tasks in a new cultural environment.

Shaw's "Steps to take before arriving" are:

1. Conduct a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis by meeting or surveying critical campus leaders.
2. Meet with board members.
3. Use a Problem Identification Process. Obtain a stratified sample from faculty and staff—using a Delphi technique of successive iterations.

In the "First 90 Days" Shaw recommends:

1. Learn by walking around.
2. Talk with constituent leaders.
3. Assess the campus climate.
4. Understand the governance system.

5. Find the seams: pursue quick wins for change.
6. Ensure the bureaucracy understands the institutional mission.
7. Set ground rules: collaborate, solve problems, don't make it personal. This will affect your evaluation at the end of the first year.
8. Know your board and its expectations.
9. Tell institutional stories: stay on message.
10. Be open to ideas offered by others.
11. Provide reassurance through periodic reports to all constituencies.
12. Help people succeed.
13. Provide rewards. Use fanfare to celebrate successes.
14. Limit institutional failures.
15. Involve others.
16. Cultivate the leadership team. Identify who is reliable; humanely remove those who aren't. Move quickly.
17. Learn from failures. Don't blame people; praise people for trying.
18. Deal with change resisters.
19. Chronicle the results.

The scope of these instructions can seem contradictory. The new CEO is to “praise people for trying” but “humanely remove” TMT members who are not effective. At the same time, the CEO is to “provide reassurance” to all constituencies and “help people succeed.” Obviously, the relationship among these directives either contradicts or is in need of clarification. Unfortunately, clarification and prioritization are missing. Thus, CEOs are assumed to know how to proceed either intuitively or through prior experience. In addition,

Shaw's comprehensive list cited above is to be accomplished within the first 90 days of a new CEO's tenure.

New presidents are advised to build a transition map. Sanaghan et al. in *Presidential Transitions* (2008) urge new presidents, trustees, and other institutional constituent groups to create a tactical transition map for the new CEO. Sanaghan and Goldstein draw on their respective experiences as presidents of higher education consulting firms, including Gaval's experience as a vice president for university planning. Many of the suggestions offered by this trio of writers are similar to those described above by Bornstein and Shaw. However, Sanaghan et al. point toward the importance of cultivating relationships in every activity. These co-authors offer extensive narratives for all of their actions steps to engender the trust, acceptance, and support of others that lead to presidential success. They also elevate in importance a positive relationship between the incoming and outgoing presidents to ensure institutional stability during what will be a time of anxiety and apprehension on campus about potential change.

Like Shaw (2002), Sanaghan et al. (2008) also urge new CEOs to begin acclimation before arriving on campus. They describe 29 action steps to be taken before, during, and after arrival that are contained in a 36-page chapter aptly titled "Creating a Transition Map." They do not establish timelines or duration for these activities.

Transition phases and actions described by Sanaghan et al. (2008) are:

- a pre-arrival personal strengths and assessment phase that includes four activities to evaluate CEOs' leadership capacities.
- a pre-arrival institutional exploration phase of six steps that includes developing an internal learning network of institutional leaders and an external network of mentors and colleagues for emotional support.

- at arrival, new presidents are offered 11 actions that range from building trust to seeking hidden problems to communicating priorities.
- at arrival assess and evaluate the TMT through five actions, including retreats and meetings. Presidents should delineate their authority and those of senior executives.
- navigate the relationship and boundaries of the previous president's connection to the institution.
- attend to such personal issues as balance, care in decision-making, and emotional highs and lows.

Throughout this acclimation process, Sanaghan et al. (2008) state that new presidents are encouraged to develop extensive personal relationships with all constituencies. They should also develop a "learning network" of 15-20 senior executives, as well as leaders of faculty, staff, students, alumni, and community members, to contribute to the leader's appreciation of the campus. Meetings should be conducted individually as well as in groups to send a clear message that the new leader is thoughtful and deliberate, and seeks to learn the institution's culture.

Sanaghan et al. (2008) also devote a 16-page chapter to "Avoiding Mishaps and Self-inflicted Wounds." The premise is that new presidents can err in one of two ways: first, honest misjudgments and mistakes that occur in every professional's life; and second, failures of character. The former can be survived; the latter cannot. As an illustration of failure of character, they draw upon failed presidencies to create a listing that includes overstated credentials, plagiarism, financial impropriety, lavish spending, misuse of the presidential residence, fraud, sexual harassment, extramarital affairs, athletics violations, unethical behavior, or academic fraud.

Again, the breadth and depth of these recommendations are remarkable. It appears that a new CEO could spend all available time early on in these recommended acclimation activities. In fact, new CEOs must immediately make daily decisions that require a knowledge base and skill set that these researchers and authors suggest take time to learn. The misalignment between the realities and theories of presidential acclimation experiences raises questions about the applicability of strategies and tactics found in the literature about successful acclimation practices.

Developing a reliable TMT in higher education. Higher education and business researchers and commentators are in lock-step on the critical importance of establishing a reliable and loyal top management team. A third assumption of the literature on higher education presidential acclimation is a competent TMT is crucial to CEO success. As CEOs and TMTs try to bring order to the chaos of complex higher education organizations, they are encouraged to turn more frequently to such directive tools as the strategic planning process to guide the relationship, rather than to assess the capacity of the team members (Allison & Kaye, 2005; Neumann, 1991).

In 1991 Neumann conducted the first in-depth review of the roles that executive members of higher education TMTs play in constructing their own sense of reality through tension and balance. Neumann conducted qualitative research through in-depth interviews with presidents and top executives at 15 higher education institutions. As a foundational research article on TMT cognition and role-playing in higher education, her conclusions have since been cited in 35 other journal articles.

She identified eight cognitive roles that TMT members must play for the collaboration to function properly, with many team members often shifting through several roles depending on

the issue. As a consequence of her research she described “MORE” teams in which most of the eight attributes are found in the TMT, and she importantly discovered that the team members related continuously to each other both formally and informally (see also Canella, Park & Lee, 2008; Kouzes & Posner, 2003; Woodfield & Kennie, 2008). Further, TMT members who were categorized as operating from a MORE perspective viewed the institution through a holistic prism rather than only from their division of responsibility. She also defined as “LESS” teams those TMTs that rarely met. Its members characterized their personal relationship to the CEO to be of greater importance to them than their relationship to the team. The principal focus of LESS team members in decision-making was on their functional area of responsibility rather than considering the institution as a whole. Neumann reported that LESS team members generally recognized and regretted that they were missing the cognitive roles found on MORE teams.

Neumann concludes, “In sum, the MORE team, as a whole, projects an image of complex cognitive activity in comparison to LESS teams where fewer roles are played by fewer people” (p. 501). Neumann’s conclusions also were proved accurate in research conducted among British universities (Woodfield & Kennie, 2008). Related research of corporate top management teams reinforces Neumann’s assertion that diversity of roles and opinions in the TMT, functioning as a team, is critical to success. (Naranjo-Gil, Hartmann, & Maas, 2008).

Another important element to the MORE teams was a commitment to TMT interaction in which presidents tolerated, respected, and appreciated the diverse cognitive roles, even when team members were disruptive or created confusion. Well-functioning TMTs are the direct product of exceptional leadership in presidents. Neumann (1991) states that MORE team presidents are more cognitively complex than LESS team presidents. As in corporate structures

(Hambrick et al., 2008; Ollie, Van Iterson, & Simsek, 2012; Useem, 2010), transparency and inclusiveness by presidents are essential:

The ability of a college to put together a good administrative team may be superseded in importance only by the ability of a college to find a president who can put together and support the work of a good team (p. 505).

Neumann (1991) offers the caveat that a TMT that becomes too close of a team could end up isolating itself from the institution, and an isolated TMT can be more harmful than a dysfunctional TMT. This advice parallels the realities found in corporate TMT research. In their corporate research Teegarden et al., (2007) concluded there can be different belief structures between the executive leadership team and the organization's middle managers and professional staff on the practicality of CEO/TMT priorities and objectives.

A job without equal in the world. A fourth assumption in higher education CEO acclimation is that a positive attitude is everything to achieving success. To a certain degree, this seems overly idealistic. New presidents, despite their best efforts to prepare for the presidency and then successfully acclimate to their institutions while balancing the competing demands of internal and external stakeholders, seem to face an impossible task. Synthesizing the many assessments of the complexities of serving as modern higher education presidents can lead to the conclusion that the position is so daunting and that the rewards are so transitory, at best, that it may not be worth pursuing.

The higher education literature, however, is optimistic that presidents reap personal fulfillment rewards that far outweigh the difficulties. This is shown in ACE's 2012 survey of college presidents. Some 82 percent reported they were very satisfied in their current position, and 77 percent said the most rewarding group to work with was students (*Leadership: A snapshot of the presidency*, 2014).

Successful presidents also appear to be those who break the internal stakeholders' norms of expected behavior. In their book, the *Entrepreneurial College President*, Fisher and Koch (2004) reported on their survey of 371 presidents who were nominated to them by other presidents and accrediting associations as being exemplary leaders. As a comparison group, they also surveyed 342 average presidents who were not nominated for the exemplary list. These CEOs responded to 60 distinct statements to assess their attitudes, values, and behavior.

The most significant differences between exemplary entrepreneurial presidents and average presidents were informative (Fisher & Koch, 2004). In essence, effective leaders:

- take risks;
- do not believe heavily in organizational structure;
- frequently violate the status quo;
- frequently establish partnerships with business and government.

Fisher & Koch (2004) conclude: "Our transformational, entrepreneurial presidents are energetic, charismatic, exciting individuals who perceive opportunities where others only see gloom and disaster" (p. 143).

Successful presidents are those most likely to realize the fulfillment cited by Moore and Burrows, who quote former University of Nevada, Reno, President Joseph Crowley in *Presidential Success and Transitions*,: "The presidency has no equal in the world" (59).

Chapter Summary

Surveys, journals, books, publications, and higher education association literature on the acclimation of new presidents at higher education institution are revealing. The magnitude of the challenges new presidents face appear to fall into two distinct categories: first, balancing the conflicting expectations of internal and external stakeholders of what constitutes the criteria of

success in leading a college or university; and, second, the startling breadth of professional skills and personality attributes required by a campus CEO to navigate an organization's culture and politics while managing its operations in a skillful manner. It could be easy to conclude that the most successful "new" presidents will be those who are entering their second presidency. They have the advantage through experience of addressing the broad array of operational challenges, cultural expectations, and external accountability that can only be gained through a previous presidency. Yet, as Bornstein (2003) points out, presidents who are successful in a second term could well have been a failure in a first presidency. President Judith Ramaley expands on this, as she points out that, "We often have unrealistic expectations of our leaders, and when they fail to perform miracles, even if what we expect is impossible, we often drive them out rather than acknowledge that we too have some responsibility for a good outcome" (p. 63).

At present, trustees and external leaders are often demanding that presidents operate their institutions "more like a business." Yet, a review of business executive leadership provides limited new or instructive information that can help guide new presidents in academia because of the fundamental differences in performance expectations between these two social sectors. Private sector leaders are measured by only two criteria (profits and stockholders' response to that performance) while significant conflict exists in identifying broad-based benchmarks to measure higher education success. Further, business leadership researchers acknowledge that, although it remains generally undocumented through scholarly research, there is strong anecdotal evidence to show that resistance to change by top management and employees plays a key role in undermining new business CEOs. These debilitating factors in business may explain why new business CEOs, even when groomed for the role, fail at alarming rates, particularly "outsiders" who are hired to salvage stressed organizations.

“Lessons learned” from business that can be of value to higher education presidents are the attention to conducting a deep analysis of the institution, as recommended by Watkins (2013). Higher education presidents are beset with advice on the “what” and “when” of acclimation. Watkins adds the additional dimension of “how” as he provides new CEOs with advice on how to successfully conduct such activities as leadership assessments of their senior administrators or steps to learn an institution’s politics and culture. Likewise, both Watkins and Tichy (2014) add methods for analyzing the current operational standing of an organization. Such an analysis will enable a new CEO to become more focused on taking the right steps through rigorous environmental analysis, rather than making missteps, as change is implemented. Business researchers also offer the cautionary note that a Top Management Team and executive decision-making can be seriously flawed by personalities and simplistic thinking. This warning does not enjoy the same prominence in higher education executive leadership literature.

As judged by their peers, many presidents are successful in navigating through acclimation to become entrepreneurial leaders. But what about those presidents who are ranked as “average” by their peers? An unanswered question is what are the circumstances—whether challenging institutional operational environments, unsupportive policy leaders, difficult internal cultures, or flawed leaders—that caused higher education presidents to struggle after they assumed their new roles? Also unanswered is what “lessons learned” can new, first-time presidents convey to help in the acclimation of future presidents?

Chapter Three: Methodology

Introduction

The purpose of this study was to learn the acclimation practices, challenges, successes, and frustrations experienced by first-time presidents at public, regional comprehensive institutions as they entered into their new roles. As noted in the previous chapter, new presidents are confronted with competing interests of internal and external stakeholders. External critics contend that if higher education institutions are to achieve the societal objective of advancing the economy through increased production of graduates to enter the work force they must operate more like for-profit, private sector businesses. Internal constituents resist this pressure as they place greater emphasis on the tradition of providing a liberalizing education that promotes readiness both for work and for life. A comparison of the acclimation and executive leadership strategies in both business and higher education shows tensions between the two sectors based on their differing foci of measuring success. Further, a literature review showed that neither sector provides comprehensive strategies to assist new, first-time presidents in public, regional comprehensive higher education institutions to successfully acclimate.

A review of research studies and higher education association publications revealed a gap in the knowledge of relevant acclimation practices, strategies, challenges, and successes of new presidents at public, comprehensive institutions. This study sought to narrow this gap by surveying these presidents on their acclimation experiences. The survey also was devised to determine whether these internal and external pressures were influential in three significant areas. First, have these pressures resulted in an increase of more “outsiders” – those who are hired from outside of higher education? Second, are the acclimation practices historically recommended to new presidents by higher education researchers and consultants being employed

by CEOs, and are there differences by gender or between insider and outsider CEOs? Third, do the acclimation practices and attitudes of higher education CEOs differ based on their assessment of the operational environment of their institution?

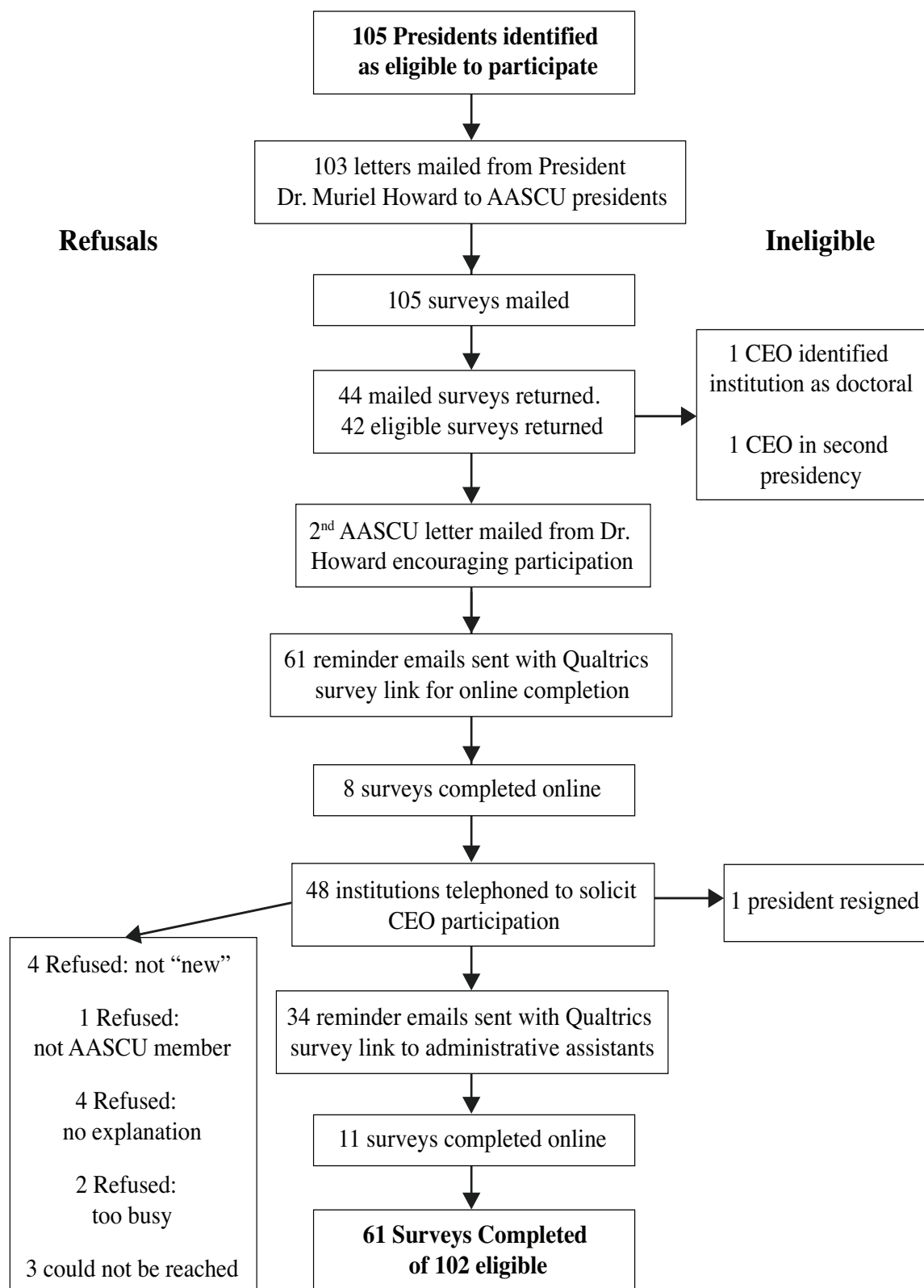
This survey also sought to discover those acclimation “lessons learned” that could benefit future presidents, the trustees who hire them, and the higher education associations who seek to prepare prospective and new presidents. After a brief discussion of the research design, the methods used to research these questions are described in four sections: target population, instrument development, data collection process, and data analysis. A summary of the chapter follows these sections.

Research Design

This study employed a non-experimental quantitative survey developed by the researcher. Cresswell (2012) cites four key characteristics for success in administering a survey: identifying the target population, employing a mailed or web-based survey, designing the survey instrument, and obtaining a high response rate to ensure statistical reliability. Presidents are busy people who are regularly subjected to survey requests and therefore are frequently unresponsive to these requests (Perrakis et al., 2011). Thus, this researcher employed a flexible process for achieving a reliable response rate. These processes and the corresponding responses are illustrated in Figure 1.

Figure 1

Flow of Participants in a Survey of New, First-Time Presidents at Public, Comprehensive Institutions.



After receiving approval from the University of Arkansas Institutional Research Board (Appendix A), the project was launched. To encourage a reliable response rate the following steps were followed:

- The researcher prepared a letter subsequently signed by AASCU President Dr. Muriel Howard that was mailed to all members of the target population to encourage their participation (Appendix D).
- The survey (Appendix B), an explanatory cover letter (Appendix C), and stamped return envelope were mailed to all participants through the U.S. Postal Service. The letter guaranteed anonymity to all participants as data were to be aggregated.
- A second letter, prepared by the researcher, was signed by AASCU President Dr. Muriel Howard and mailed three weeks after the survey to remind presidents of the survey (Appendix E).
- Three weeks later a reminder email was sent via Qualtrics to all remaining qualified CEOs who did not respond to the mailed survey. They were provided the opportunity to take the survey online via a unique link.
- After consultation with the researcher's advisor, telephone calls were made a week later to the administrative assistants of those CEOs who still had not responded.
- A reminder email was sent to the administrative assistants who responded that they would provide the link to their CEOs.

Special attention was devoted to female CEOs to gain sufficient responses to compare the survey results by the dependent variable of gender to ensure a response rate to enable statistical comparisons.

Target Population

This study sought to survey the entire universe of public, regional comprehensive institution presidents who were within one and three years of their first presidency. Institutions chosen for this study were derived from The Carnegie Foundation of Institutions of Higher Education, which separates higher education institutions into six categories: associate colleges, baccalaureate colleges, master's colleges and universities, doctorate-granting institutions, focused institutions, or tribal colleges. The classification system has been revised six times since it was launched in 1970, with the most recent reclassification in 2010. According to the Carnegie Foundation this framework is intended to describe institutional differences “to ensure adequate representation of sampled institutions, students, or faculty” (2015, p. 1). A total of 250 institutions are categorized as public baccalaureate or master's institutions whose primary focus is on teaching rather than research.

First-time presidents were selected because it is assumed they were inexperienced in the crucial acclimation processes appropriate to their new role. CEOs who held a previous presidency were excluded because of indications within the literature that this prior experience would influence their acclimation activities and moderate their survey responses on the processes they employed at their new institution. (Anecdotally, one CEO in his second presidency returned the incomplete survey to the researcher with the note: “This is not my first Rodeo!”) Candidates for the survey were compiled from two sources. The first was a contact information list for new, first-time presidents provided to the researcher by the American Association of State Colleges & Universities. AASCU's membership is primarily derived of Carnegie Foundation members of public, comprehensive institutions. A total of 114 names were provided by AASCU. Eleven candidates were disqualified as these were new CEOs for state higher education systems or fell

significantly outside the criteria for time in office. This left 103 CEOs who fit the parameters of the study. The second source was a listing of all Carnegie Foundation institutions that fit the target higher education universe defined for this study. The researcher compared the listings of AASCU and the Carnegie Foundation to identify public institutions that were not members of AASCU. This comparison revealed an additional 35 institutions. For each of these institutions, the researcher visited its web site to review the biography of the president to determine if he or she met the criteria as a first-time CEO, and the amount of time in that office. From this review, two additional presidents were identified to receive the survey. The remainder were disqualified for one of three reasons: the institution was highly specialized, such as U.S. Military Academies or Maritime Institutions; the campus was a satellite to a larger institution and did not have a CEO; or, the president was disqualified either as a result of being in a second presidency, or the time in office fell outside of the tenure parameter for this survey. This initial process resulted in a total universe of 105 first-time CEOs. The subsequent survey process determined three presidents were ineligible because of either a resignation, a second presidency, or a presidency at a doctoral institution. The final population was $n = 102$.

Instrument Development

No applicable survey existed of previous research of higher education presidents' acclimation practices. Therefore, the survey instrument employed for this study was created by the researcher by drawing upon components of other instruments and acclimation strategies and challenges reported for higher education and business in the literature review of peer-reviewed journal research articles, dissertations, higher education association publications, and books. The new survey consisted of close-ended questions with pre-set responses using a Likert Scale,

multiple choice questions, semi-close-ended questions that allowed for the submission of an answer other than that provided, and open-ended questions.

Three categories of information were sought. First, nominal scale data were gathered by employing the profile characteristics from a previous national presidential acclimation survey conducted by Perrakis et al. (2011). These data included their age, time in their new role, years in higher education, previous employment, gender, and marital status. Second, the survey asked about the organizational acclimation activities typically conducted by new CEOs, as previously described in Chapters 1 and 2. Important sources for some of these questions were surveys on the acclimation of community colleges presidents designed by University of Arkansas doctoral candidates Rebecca Emery (1984) and Jackie Murphree (1996). These authors defined the fundamental acclimation areas of inquiry to be:

1. Interactions with and perceptions by the new CEO of internal and external constituents.
2. Activities for establishing rapport.
3. Experiences that were satisfying, frustrating, or surprising.
4. Typical experiences of assessing such organizational areas as the competency of key institutional executives, financial stability, or other operational and management challenges.
5. Development of a plan to acclimate to the institution.
6. Advice for new presidents.

The third focus asked the presidents to describe the environmental status of the institution as they assumed their new roles. This assessment is recommended by Watkins (2013, see also Ciampa & Watkins, 1999) for the for-profit sector as a means to select and prioritize the most

appropriate acclimation strategies based on the organization's environmental standing. Because of their experiences with for-profit organizations these authors advise such an assessment will enable the CEO to select the best strategies for the environmental climate and avoid engaging in unproductive and potentially harmful activities.

The survey instrument was reviewed by the researcher's advisor. After adjustments, the survey was subsequently pilot tested and then field tested with nine individuals who were CEOs at AASCU institutions in Oklahoma and Wisconsin, the executive director of a regional higher education system in Oklahoma, the vice president who oversees presidential academies for AASCU, and a statistician with expertise in surveys and data analysis. Participants were asked to suggest alternative answers to questions, to restructure questions to ensure clarity and relevance, and to recommend whether questions should be eliminated or added.

After revisions suggested by reviewers, the final mailed survey consisted of 14 pages and 37 questions. Average online completion time, as reported by Qualtrics, was 20 minutes.

The survey's research of attitude and activities questions and the survey items that address them are contained in Table 3 below.

As noted previously in Chapter 1, the 37 items contained in the survey were categorized into five general sections of the survey: a demographic profile of new, first-time presidents at regional, public comprehensive institutions; acclimation strategies and initial impressions of the presidency; operational challenges; preparation for the presidency; and, personal observations about the presidency.

Table 3

Attitudes, Activities, Challenges, Reflections, and Demographic Profiles Influencing the Acclimation of New Presidents

Question	Survey Item
1. Who were the new presidents? (age, gender, time in the position, previous position held and time in it, years worked, marital status, ethnicity).	1, 3, 4, 5, 6, 33, 34, 35, 36, 37
2. After accepting the position, what activities did new, first-time presidents engage in to acclimate to the position and which actions were most helpful?	7
3. Were there differences in the acclimation activities used to acclimate by “insider” and “outsider” new first-time presidents?	11
4. Were there differences between male and female presidents in the activities they used in to acclimate?	11, 33
5. With the benefit of 20-20 hindsight, which acclimation activities they engaged in were found to be helpful?	7
6. At the time they completed the questionnaire, what did they consider to be their three major contributions?	8
7. At the time they completed the questionnaire, what did they consider to be their three top frustrations?	9
8. In their view, which of the following descriptions best described the institutional environment of their institution: turnaround, accelerating, realigning, or sustaining? Did their assessment of the operational environment affect their attitudes and acclimation activities?	10
9. What problems or issues were encountered by the new presidents? Which were most surprising to the new presidents?	11
10. Which person(s) were most helpful to them during their first months in the position?	

Table 3 (Cont.)

Attitudes, Activities, Challenges, Reflections, and Demographic Profiles Influencing the Acclimation of New Presidents

Question	Survey Item
11. Which stakeholder groups represented the greatest challenge as they went about resolving institutional problems or acting on opportunities?	13
12. What actions did the new CEOs take to assess their direct reports?	14
13. Did they, between the time they accepted their position and the time they completed the questionnaire, replace any direct reports, and, if so: a. how many? b. what process(es) did they use? c. do they wish they had handled it differently?	15, 16, 17, 18
14. What life and career experiences helped prepare them for the presidency?	19
15. Did the new CEOs have a mentor and, if so, in what ways was the mentor helpful?	20, 21
16. Had the new CEOs participated in any workshops or programs for aspiring or new CEOs and, if so: a. which programs? b. in what ways did it help them?	22, 23
17. What advice did they offer to “outsiders” selected to be president?	24
18. Of the possible outcomes that might result from a new CEO’s actions, which ones did the new CEOs most like?	25
19. Which commonly felt experiences of new presidents did they experience?	26
20. Which coping strategies (to deal with the stress associated with their new role) did they find most helpful?	27

Table 3 (Cont.)

Attitudes, Activities, Challenges, Reflections, and Demographic Profiles Influencing the Acclimation of New Presidents

Question	Survey Item
21. Since accepting their first presidency, have they considered leaving the position (in the near future) and, if yes, would they apply for another presidency?	28, 29
22. With the benefit of hindsight, on their actions (or inactions), did they wish they had handled them differently?	30
23. Did the new CEOs have an opinion about how long it would take them to acclimate/transition into their new role? If so, what did they say?	31
24. Based on their experience, did the new CEOs offer any advice to other new, first-time presidents?	32

Data Collection Procedures

Participants were sequentially offered two methods to complete the survey: through a mailed survey and then online. On December 16, 2014, 103 CEOs were mailed a letter prepared by the researcher and signed by AASCU President Muriel Howard requesting CEOs participation. On December 19, 2014, 105 CEOs (including two CEOs at non-AASCU institutions who did not receive the letter from Dr. Howard) were mailed a paper copy of the *Survey of new, first-time CEOs at public, comprehensive institutions*. CEOs were asked to complete and return the paper survey in a stamped, return envelope. A total of 42 surveys were subsequently returned and then entered into Qualtrics by the researcher. Two surveys were returned as invalid, with one CEO indicating his institution was a doctoral university, and one CEO reporting to be in a second presidency. Three weeks after the survey was mailed, 61 CEOs who had not responded were sent a second reminder letter prepared by the researcher and signed by AASCU President Muriel Howard. On February 10, 2015, those who had not completed the survey were sent an email through Qualtrics in which they were offered the opportunity to complete the survey online. Eight CEOs subsequently completed the survey in that format. From March 1-5, 2015, telephone calls were made to the executive assistants of the 48 remaining CEOs who did not complete either the mailed or online survey. Fourteen CEOs, through their assistants, refused to participate. Explanations included that they did not consider themselves “new,” did not have time to take the survey or did not participate in any surveys as a matter of policy, or they had resigned. The 34 assistants who expressed a willingness to remind their CEO of the survey were sent a second, follow-up email directly by the researcher that included an explanation of the purpose of the survey and again provided them with their unique link to the survey. Because some CEOs asked for additional time to complete the survey online, it

remained open on Qualtrics until March 22, 2015. Eleven surveys were completed after this telephone contact. The survey closed with a final $n = 102$, with 61 completed surveys. As an indication of the interest in the survey, 37 of the CEOs asked to receive a copy of the study results. For comparative purposes, the only recent acclimation and satisfaction survey of new presidents conducted by Perrakis et al. (2011), had returns by 96 presidents from a target population of 602 presidents, for a response rate of 16 percent.

Data Analysis

Since all presidents were guaranteed anonymity, each was assigned a code number for response monitoring. This facilitated targeted follow-ups to those CEOs who had not completed the survey. Qualtrics was employed as the authoring tool because of its versatility in choosing question formats, and its ability to compile responses, analyze data, and to provide that data in chart and tabular formats for analysis. Further, Qualtrics had the ability to provide reminder emails to non-responsive presidents to encourage the target population to complete the survey.

This project presented an atypical response challenge in that the entire population of new, first-time presidents of public comprehensive institutions was surveyed. To ensure the reliability of the data for multivariate analysis the sample size formulas for small sample surveys suggested by Bartlett, Kotrlik, and Higgins (2001) were used. Their journal article *Organizational Research: Determining Appropriate Sample Size in Survey Research* (2001), has been cited 1,313 times as the basis for participation requirements for smaller survey populations. It suggests 74 responses from a population of 100 individuals to obtain a 95 percent confidence. Also, it recommended 20 responses for each categorical data set when conducting multivariate comparisons.

Data were downloaded from Qualtrics and analyzed using the Statistical Package for the

Social Sciences (SPSS). Data analysis included t-tests, chi-square, and non-parametric tests for comparison. To mitigate the concerns in this study ($n = 61$) of not achieving the response levels suggested by Bartlett et al. (2001) for small surveys, a number of additional statistical tests and other analysis were employed. These included:

- Chi-square tests to compare observed responses and expected frequencies to determine if there was a null hypothesis that illustrates there was no relationship between variables.
- Fisher's Exact Test, which is designed for smaller categorical response numbers (under 20) when conducting multivariate comparisons. This was used to establish the confidence levels for data that were unequally distributed among categorical data cells.
- The p-value was set at .05 for chi-square tests. Although a relationship may be statistically significant at $>.05$, it may not be practically significant. To measure the importance of the p-value, Cohen's d was employed to determine effect sizes for their practical, statistical significance. Cohen's d compares the direction (positive or negative) and the relative magnitude that independent variables have with a common dependent variable. Further, it is a useful tool to determine whether the effect is of such significance as to recommend implementing an action (Ary, Jacobs, Sorensen, & Walker, 2010). The following Cohen's d interpretations were employed in the data analysis to measure the importance of the relationship: 0.2 for a small effect, 0.5 for a medium effect, and 0.8 for a large effect. The ideal relationship to be statistically meaningful and important would be to have a p-value of $>.05$ and a Cohen's d effect size of $<.05$.

- To add value to the data analysis, some categorical data were identified at a 90 percent confidence level, for a p-value of .10. Cohen's d also was applied to this category of analysis to determine the importance of the relationship between dependent variables.
- The flexible methods of conducting this survey and the length of time provided to presidents resulted in three distinct processes: a mailed survey, an email invitation to complete it online, and an email to presidential assistants to remind their presidents to complete the survey. To determine the consistency of answers, a Wave analysis was conducted of key questions, as recommended by Cresswell (2012). This analysis revealed no statistical differences in answers among the three response time frames and methods to gain participation.

Chapter Summary

In this chapter, I described the research techniques to determine the acclimation processes of new, first-time presidents at public comprehensive institutions who were in office between one and three years. This project included a mailed and online survey designed by the researcher that was provided to eligible presidents. This survey consisted of close-ended questions with pre-set responses using a Likert Scale, multiple choice questions, semi-close-ended questions that allowed for the submission of an answer other than that provided, and open-ended questions. Data analysis was conducted using t-tests, chi-square, Fischer's Exact Test, and Cohen's d to establish confidence levels for a small sample size of categorical data, to measure their significance, and to interpret the importance of statistical relationships between dependent and independent variables. A wave analysis was conducted to determine the consistency of

respondents' answers to account for the length of time the survey remained opened and for the different response platforms of a mailed survey and an online alternative method.

Chapter Four: Presentation of Data

Introduction

The purpose of this study was to narrow a gap in the knowledge of the “lessons learned” by new, first-time presidents as they acclimate into their new roles at regional, comprehensive public institutions whose primary purpose is to provide a baccalaureate and master’s education. No previous survey on CEO acclimation has been conducted in this specific category of institution. Indeed, the last categorical survey on acclimation by higher education CEOs was conducted in 1996 (Murphree) of community college presidents. The most recent national presidential acclimation and satisfaction study was conducted in 2011 by Perrakis, et al., and generated a 16 percent response rate. Consequently, it did not disaggregate data by institutional classification.

National surveys are often annually conducted of CEOs at more than 4,000 American higher education institutions to assess their experiences and attitudes. Trends from those surveys are generally interpreted as a shared experience across all categories of institutions. Therefore, the survey conducted by this researcher sought to assess whether those national trends were consistent with the experiences of new, first-time CEOs at regional, public comprehensive institutions.

For this research project, data were gathered through a non-experimental quantitative survey designed by the researcher that contained 37 items. This new survey consisted of close-ended questions with pre-set responses using a Likert Scale, multiple choice questions, semi-close-ended questions that allowed for the submission of an answer other than that provided, and open-ended questions.

The survey responses and analysis are presented in this chapter under the following section headings:

1. Demographic profile of new, first-time presidents at regional, public comprehensive institutions
2. Acclimation strategies and initial impressions of the presidency
3. Operational challenges
4. Preparation for the presidency
5. Personal observations about the presidency
6. Summary

It should be noted that seven of the 37 questions were open-ended questions that asked new CEOs to share their successes, frustrations, participation in presidential workshops, use of a mentor, advice to “outsider” presidents, and other general observations. A total of 559 responses were provided to these questions. Because of the volume of answers, most items are reported exclusively in appendices to this study. Quotations in this chapter under “Other comments,” and in the responses contained in the appendices to this study, received minor editing for punctuation and capitalization to enhance their readability.

The Processes of Acclimation

New first-time presidents face significant challenges in learning and adjusting to the culture of their institutions, including internal politics, the culture of decision-making, the control of resources, the people, and the traditions and symbolism that comprise the fabric of the organization. Further, new, first-time presidents have to deal with tension created by pressures from external stakeholders for greater operational efficiencies and the societal objectives of producing more graduates for the work force who graduate, quickly find jobs, and carry a

minimum of debt. This conflict is occurring in a time of significant turnover in the presidency due to aging and when national surveys report that those best prepared to ascend to the presidency—chief academic officers—find the CEO’s position to be unappealing. One consequence is that trustees nationally are increasingly hiring “outsiders” to higher education who will operate higher education institutions “more like a business” (Quinn, 2007).

The study conducted by this researcher employed a survey to answer the following nine general questions to assess the processes of acclimation for new, first-time presidents and gauge the “lessons learned” as they acclimated into their new roles:

1. What actions did new, first-time presidents take to acclimate to the position in the time between their accepting the position and their third year in office?
2. What aspects or job responsibilities of the presidency did they find to be the most challenging or the most satisfying?
3. What was most surprising to these new presidents as they acclimated to their new role?
4. Were there differences between the acclimation strategies, actions, and processes used by “insider” and “outsider” new, first-time presidents? Related to this question was whether there was a difference in these activities based on the presidents’ assessment of their organization’s operational environment?
5. Were there differences between male and female presidents in their attitudes and the processes they used to acclimate?
6. With the benefit of 20-20 hindsight, did new presidents wish they had made different choices to acclimate successfully?

7. Did they participate in and find value in seminars to assist them in preparing for or acclimating into their new role?
8. Did they seek out a mentor to help prepare them for the presidency or to assist them to address acclimation challenges?
9. What recommendations about acclimation did they offer to prospective and new, first-time presidents?

Survey Population

The target population for the study included the entire universe of new, first-time presidents at regional, public comprehensive institutions. As described in the survey (Appendix B) “acclimation” was defined as feeling sufficiently comfortable in their understanding of the campus culture, governance processes, operational practices, regional partners, and state policy climate to effectively lead the organization forward.

The study generated 61 complete surveys, for a response rate of 59 percent. From lists provided by AASCU and a review of all public comprehensive institutions that were not members of that higher education association, a total of 102 eligible presidents were identified within this universe. An additional selection criterion was to survey those CEOs who were between one and three years in office. Of this, 15 respondents fell outside of that range by reporting over 37 months in office, and seven were in office less than one year. After consulting with the dissertation chair, the researcher included these respondents in the data analysis for four reasons. First, higher education and business literature on successful acclimation varies significantly in the amount of time acclimation takes as reported both by CEOs through national surveys and as recommended by consultants. Business researchers offer that acclimation ranges from 90 days (Watkins, 2013) to 32 months (Ciampa & Watkins, 1999). In higher education the

range is much greater. For example, in one national survey of higher education presidents, CEOs reported it takes up to five years to begin to have an impact on an institution (Fisher & Koch (2004). Second, as the survey in this study was distributed, some presidents who fell within the target range of one to three years indicated to the researcher that they opted out because they did not consider themselves “new.” This suggests the time period for successful acclimation is a matter of subjective opinion that is influenced by the institutional operational environment, and whether the CEO was an “insider” acquainted to the organization. Third, a review of each returned survey by the researcher did not reveal significant differences in responses between those who fell within the intended criteria for time in office and those who did not. Fourth, this study provided CEOs with an open-ended question to report in months how long it took them to acclimate. The responses to this item varied widely, with a mode of 12 months. Further, “insider” CEOs—those selected from within the institution—in this study reported averaging 10 months to achieve acclimation, with a range of two to 24 months. (One “insider” CEO in office for more than three years chose not to answer if he had yet acclimated). Responses were influenced by the presidents’ assessment of the stability of the operating environment of the institution, whether they were “insiders” who benefited from deep institutional knowledge, or whether they were “outsiders” to higher education or to the institution. In the subsequent data analysis of the survey responses to this item, there was a significant and meaningful statistical correlation between the amount of time reported to achieve acclimation and the amount of time the CEO had spent in the office. This relationship between time in office and to time to acclimate, reported in Chapter 5, shows that the longer presidents are in office, the longer they report it has taken them to acclimate. Table 4 reports the time in office for the respondents in the current survey.

Table 4
Number of Months in Office for New, First-time CEOs at Time of Survey. N = 61

Months in Office	N	Percentage
1-5	1	2%
6-11	6	10%
12-18	7	11%
19-24	12	20%
31-36	9	15%
37-48	13	21%
>49	1	2%
Totals	61	100%

Demographic Profile of New, First-time Presidents at Regional, Public Comprehensive Institutions

To construct a profile of the surveyed presidents, 10 questions were asked (survey items 2-6 and 33-37). A total of 60 presidents were in their first presidency and one previously held an interim position. Other profile data related to employment included immediate previous employment sector, immediate previous position if the new CEO was employed in higher education, years in previous position, years in higher education, and employment or not at the same institution before becoming its CEO. Information on gender, age, marital status, and race also were gathered. These data sets are reported in Tables 5 through 11.

Overall, data sets show that regional, public comprehensive presidents generally fall outside of the national data for presidential profiles and do not represent the shifts in CEO selection found in other higher education sectors. The aggregated data for presidents in the study show greater frequency of CAOs filling CEO positions, overwhelming higher numbers of CEOs who are “insiders” to higher education versus “outsiders,” more female presidents than the

national trends, greater rates of experience in higher education, and greater representation by people of color.

Immediate Previous Employment Sector

Slightly more than half of the respondents (53%) were employed at an institution from the same Carnegie Foundation sector as the one they now lead. As shown in Table 5, the overwhelming majority of new CEOs came to their new role from within higher education (86%). Table 6 illustrates the increasing diversity of pathways to the CEO's position. The largest category was "other:" 30 respondents reported positions from within higher education that included serving as vice presidential executives, deans, associate vice presidents, adjunct faculty, general counsels, and System higher education officers. The most common position held previously for those CEOs who were employed in higher education was as the Provost or Chief Academic Officer. Significantly, only five respondents (8%) were selected as "higher education outsiders," their "other" responses indicating that their immediate previous employment was elected office, the military, business, law firms, or K-12 education. Table 7 shows that a slight majority of those CEOs who were selected from within higher education (54%) held their previous position between four to seven years. However, lengthy experience in higher education is evident in Table 8, which shows that 51 CEOs (86%) have more than 20 years in higher education. The last Table (9) indicates a predominance of "external outsiders" who came to their CEO positions from another higher education institution. Just 11 (18%) of new CEOs were selected from within their institution, far below the norm found in leading organizations in the for-profit sector.

Table 5
Immediate Previous Sector of Employment. N = 60

Immediate Previous Employer	N	Percentage
Public Bachelor's or Master's college or university	32	53%
Research University	17	26%
Other	6	10%
Private Bachelor's or Master's college or university	2	3%
Elected/Appointed Official	1	2%
Business	1	2%
Specialized school (e.g., seminary, technology related)	1	2%
Associate Degree-Granting	0	0%
Total	60	100%

Table 6
Immediate Previous Position if Employment Was in Higher Education. N = 58

Position	N	Percentage
Other	22	38%
Provost	21	36%
VP/Dean of Academic Affairs	7	12%
VP of Student Affairs	6	10%
VP/Dean of Advancement	2	3%
Total	58	100%

Table 6 (Cont.)

Immediate Previous Position if Employment Was in Higher Education. N = 58

“Other” Responses included:

Dean of Graduate School	CAS and VPIA
System vice chancellor of legal affairs	General counsel
AVP Research	College Dean
Senior Vice President/General Counsel	Associate Commissioner
Dean	Interim President
Executive VP/CFO, Admin & Finance	Dean, College of Business, Public Policy
Dean, College of Arts & Sciences	VP Global Campus
Dean of College	Acting Asst. Secretary of HE Programs
Adjunct faculty	Vice Chancellor For Strategic Planning
VP, Extended Programs & Regional Development	Dean, Arts, Humanities & Social Sciences
Senior VP, Institutional Effectiveness	VP, Agriculture & University Extension

Note: No respondent selected from among the additional choices of: Faculty, VP/Director of University Relations; Department Chair; Director.

Table 7

Years in Previous Position. N = 61

Years in Office	Response	Percentage
1-3 Years	6	10%
4-7 Years	33	54%
8-10 Years	10	16%
More than 10 Years	12	20%
Totals	61	100%

Table 8
Years in Higher Education. N = 51

Years in Higher Education	Response	Percentage
0-3 Years	1	2%
4-6 Years	1	2%
7-9 Years	1	2%
10-12 Years	1	2%
13-15 Years	2	3%
16-19 Years	2	3%
20 Years or More	51	86%
Totals	59	100%

Table 9
New CEOs Who Previously Worked at their Institution. N = 61

Answer	N	Percentage
No	50	82%
Yes	11	18%
Total	61	100%

Demographic Profile

When the CEOs were asked to share personal demographic information on gender, marital status, race, and age the number of responses varied by item. As Table 10 shows, of those responding, 36 (61%) were male. This percentage of responses closely matches the gender distribution of the 102 CEOs (male $n = 71$, 69.6%) who were eligible to participate in this survey. As reported in Table 11, 49 CEOs (84%) were married. Caucasians contributed 74%, followed by African-Americans (12%), and Hispanic Latino (7%), (Table 12). CEO ages were clustered between 40 and 69 years of age (Table 13), with 51% between the ages of 50-59.

Table 10
Personal Characteristics by Gender. N = 59

Gender	N	Percentage
Male	36	61%
Female	23	39%
Total	59	100%

Table 11
Personal Characteristics by Marital Status. N = 58

Status	N	Percentage
Married	49	84%
Divorced	6	10%
Single	2	3%
Committed Relationship	1	2%
Totals	58	100%

Table 12
Personal Characteristics by Race. N = 60

Race	N	Percentage
Caucasian	46	77%
African-American	7	12%
Hispanic/Latino	4	7%
Other	2	3%
Native American	1	2%
Asian	0	0%
Totals	60	100%

Notes. One respondent answered: "Caucasian. But Gay is an important identity marker."
 "Other" respondents did not indicate their racial background.

Table 13
Personal Characteristics by Age. N = 59

Age	N	Percentage
40-49 Years Old	6	10%
50-59 Years Old	30	51%
60-69 Years Old	23	39%
Totals	59	100%

Note: No respondents selected the options of 20-29, 30-39, or over 70 Years of age

Acclimation Strategies and Initial Impressions of the Presidency

The presidents were asked to share (survey question 7) the acclimation activities they engaged in before and immediately after assuming their office. They selected from 19 common activities recommended by higher education and business sector consultants. CEOs were allowed multiple selections. For each activity they were further asked to respond to the helpfulness of these activities using a five-point Likert scale that included the choices of *very helpful*, *somewhat helpful*, *uncertain*, *somewhat unhelpful*, and *unhelpful*. Few presidents selected the options of *somewhat unhelpful* or *unhelpful* in any category; therefore, they are omitted from this table. (All responses are shown in Appendix L). Additionally, 18 responses were provided in an “other” category of activities.

Survey items 8 and 9 asked the CEOs to list their top three successes and top three frustrations since assuming their new role. A total of 350 comments were shared by the presidents. A sampling is provided below; because of their length and depth, all comments from the 60 respondents are contained in Appendices F and G.

Acclimation Activities

As mentioned above, presidents were provided 19 activities, and were allowed multiple selections using a 5-point Likert scale. Of greatest benefit, ranked by the frequency choice of *very helpful*, were *talking with key administrators* ($n = 57$; $M = 4.79$), *talking with community leaders* ($n = 57$; $M = 4.74$), *talking with faculty leaders* ($n = 56$; $M = 4.70$), followed by *visiting the campus* ($n = 56$; $M = 4.76$). Presidents consulted with their predecessor CEO at a lesser rate ($n = 45$), but those who did placed an above average value on the experience ($M = 3.76$). Many presidents created a map to guide them through their acclimation processes ($n = 48$), and those who did reported it to be highly valuable ($M = 4.56$). Additionally, a majority ($n = 43$; $M = 4.67$) of CEOs found it highly valuable to create a private plan of major changes they would consider. It is worth noting that of the options offered to the CEOs, 15 of the selections registered a means ranking higher than <4.0 . This indicates the significant benefits the presidents derived from engaging in numerous activities to aide in their acclimation. The preponderance of beneficial activities related to talking to others and gaining a sense of the culture of the institution. Of lesser help were reading and reviewing documents and reports.

Table 14

Activities Engaged in by New Presidents and Their Helpfulness, Selected by: Helpful, Somewhat Helpful, and Uncertain; Scale 5.0 (Very Helpful) to 3.0 (Uncertain). N = 57

Question	Very Helpful (5.0)	Somewhat Helpful (4.0)	Uncertain (3.0)	N	Mean
Talked with key administrators	47	9	0	57	4.79
Talked with community leaders	43	13	1	57	4.74
Talked with key faculty leaders	39	17	0	56	4.70
Made several visits to campus	37	5	3	56	4.76
Mapped out a plan of action	33	12	1	48	4.56
Reviewed Mission, Vision, Values	31	18	2	53	4.47
Talked with Board Chair	29	8	3	44	4.36
Talked with local Legislators	29	8	3	44	4.47
Made a private list of major changes to be considered	29	14	0	43	4.67
Browsed the institution's web site/social media	27	25	1	56	4.36
Reviewed the strategic plan	24	22	4	54	4.17
Talked with other Board members	24	11	4	54	4.34
Read annual reports	22	20	5	49	4.27
Established an institutional advisory team	21	6	4	34	4.26
Consulted with predecessor CEO	18	13	5	45	3.76
Read institutional accreditation report	18	20	2	44	4.14
Read minutes of Regents/Trustee Meetings	12	19	2	38	3.92
Read policy and procedure manuals	8	21	4	40	3.70
Read faculty handbook	6	25	4	40	3.78

Successes and Frustrations in Office

Presidents were provided two open-ended questions in which they were asked to identify their top three ranked successes and their top three ranked frustrations (Items 8 and 9). Sixty presidents reported their successes, and 59 shared their frustrations. They provided 350 comments, which are reported in their entirety in Appendices F and G. When synthesized by the most common response categories, general comments for these two items were very similar. Successes and frustrations fell within the general categories of resolving budget problems and imposing fiscal discipline, improving facilities, building community relations, navigating relationships with System leadership, updating the strategic plan, reducing silos, repairing faculty and staff relationships, building a reliable TMT (Top Management Team) of senior executives, establishing an enrollment plan, generating enthusiasm, conducting effective fundraising, and improving the campus climate.

The comments about successes included:

- “Renewed relationship between campus, community, and donors.”
- “Unifying campus, Board of Trustees, and Foundation on direction.”
- “Addressed a \$3.2 million budget deficit.”
- “Engaged students in their institution.”

The comments about frustrations included:

- “Instability due to state and federal government.”
- “Faculty union difficult to work with.”
- “Lack of ‘ownership’ by business/local community.”
- “Developing an effective leadership team.”

Operational Challenges

Presidents were asked to appraise the operational environment and stability of their institutions at the time of their arrival. In this category, a total of nine questions were posed to the new CEOs, (survey items 10 through 18). These items included their assessment of the operational status of their institutions, the type and magnitude of operational difficulties they experienced, the persons most and least helpful to their acclimation, and the processes used in evaluating and removing members of their Top Management Teams (TMT). Data are reported in Tables 15 through 22 and in Figure 2.

Environmental Assessment

The presidents were asked to select the operational environment of their institution at the time they assumed their new role. Researchers of business acclimation recommend this activity as a means for new CEOs to prioritize activities and to avoid missteps by taking action that does not fit the operational environment. All presidents surveyed for this study made a selection. Brief descriptions of the four environments they were asked to select from, and the numbers and percentages by category, are shown below. In three circumstances, the presidents divided their selection between two categories. After reviewing all responses to survey questions individually for each of these three presidents, I categorized these institutions by the definition that seemed the best choice for the operating environment. (Two institutions were assigned to the turnaround category and one to the realigning category).

Realigning. The most frequent category identified by CEOs (n = 29, 48%) requires reenergizing an institution that has a history of strong pockets of success but now faces problems. Employees must be convinced that change is necessary, and it will require a careful restructuring of the TMT to refocus the organization.

Turnaround. Seventeen (28%) of the CEOs identified their institution as recognizing it is in serious trouble, which requires rapid, decisive, sometimes difficult action to save it. There was widespread institutional acceptance that change was necessary.

Sustaining. Nine (15%) of the CEOs identified their organization as vibrant and ready to reach the next level of success. It has a strong, inherited TMT, and employees who are committed to succeed.

Accelerated growth. Six CEOs (10%) identified their institution as a successful organization that needs significant investments in people and budget to realize its full potential. It is widely accepted that there is an opportunity for growth.

Their selections for operational environment are reported in Table 15.

Table 15

Presidents' Assessment of Institutional Operational Environment at the Time of Assuming Their New Role. N = 61

Environmental Category	N	Percentage
Realigning	29	48%
Turnaround	17	28%
Sustaining	9	15%
Accelerating	6	10%
Totals	61	100%

Scope of Problems and Findings of Their Immediacy

Presidents were asked to report the degree of immediate challenge they found in each of 23 operational areas that both higher education researchers and business consultants have indicated are common. CEOs in this study were asked to select from three choices: *Had to address immediately*; *Had some time to address*; or *Not a problem*. Additionally, they were

asked to report their findings by selecting between two choices: *Condition was as I expected*; or, *I was surprised by this condition*.

CEOs were asked to report their impressions from as many items as they chose. All 61 CEOs responded to at least one item. While no single item was selected by all 61 presidents, a total of three items were selected by 60 presidents, and six others were selected by 59 presidents. Data are shown in Table 16, ranked by the frequency in which presidents reported they had to immediately address the issues. In Chapter 5 these data are further analyzed by gender and by institutional operational environment.

Personnel issues were selected as the most immediate concern to the most presidents and had the highest mean on a three-point scale ($n = 42$; $M = 1.67$), with 23 of the CEOs reporting they were surprised by this condition. The second item ranked highest for immediacy was *budget issues* ($n = 31$; $M = 1.47$) with 17 CEOs reporting they were surprised by this condition. Those items of immediate concern that were next ranked most highly, but were selected by less than half of CEOs, were: *missing a sense of urgency to make changes* ($n = 29$; $M = 1.38$; surprised, $n = 15$), *insufficient data to make decisions* ($n = 28$; $M = 1.41$; surprised, $n = 23$), *lagging institutional energy* ($n = 28$; $M = 1.31$; surprised, $n = 15$), and *failure to confront problems* ($n = 26$; $M = 1.31$; surprised, $n = 16$).

Table 16

Institutional Operational Challenges Ranked By Number of Presidents Selecting Immediacy, With Percentage for Each Item's N Response; Scale 2 (Had to Address Immediately) to 0 (Not a Problem); And their Reactions to the Condition by N and Percentage.

Question	Had to address immediately (2.0)	Had some time to Address (1.0)	Not a problem (0.0)	N	Mean	Condition was as I expected	I was surprised by this condition	N
Personnel issues	42 (70%)	16 (26.6%)	2 (3.4%)	60 (100%)	1.67	34 (59.6%)	23 (40.4%)	57 (100%)
Budget issues	31 (51.6%)	26 (43.3%)	3 (5.1%)	60 (100%)	1.47	40 (70%)	17 (30%)	57 (100%)
Sense of urgency for necessary changes is missing	29 (51.8%)	19 (33.9%)	8 (14.3%)	56 (100%)	1.38	37 (71.2%)	15 (28.8)	52 (100%)
Insufficient data to make decisions	28 (47.4%)	27 (45.8%)	4 (6.8%)	59 (100%)	1.41	32 (58.2%)	23 (41.8%)	55 (100%)
Lagging institutional energy	28 (51%)	16 (29%)	11 (20%)	55 (100%)	1.31	37 (71.2%)	15 (28.8)	52 (100%)
Failure to confront problems	26 (44%)	25 (42.3%)	8 (13.7%)	59 (100%)	1.31	37 (70%)	16 (30%)	53 (100%)
Institutional silos	22 (37.2%)	30 (51%)	7 (11.8%)	59 (100%)	1.25	45 (86.5%)	7 (13.5%)	52 (100%)
Facilities issues	19 (32.2%)	29 (49.2%)	11 (18.6%)	59 (100%)	1.14	42 (77.8%)	12 (22.2%)	54 (100%)

Table 16 (Cont.)

Institutional Operational Challenges Ranked By Number of Presidents Selecting Immediacy, With Percentage for Each Item's N Response; Scale 2 (Had to Address Immediately) to 0 (Not a Problem); And their Reactions to the Condition by N and Percentage.

Question	Had to address immediately (2.0)	Had some time to Address (1.0)	Not a problem (0.0)	N	Mean	Condition was as I expected	I was surprised by this condition	N
Lack of planning	19 (33%)	24 (42.1%)	14 (24.9%)	57 (100%)	1.09	37 (71.2%)	15 (28.8%)	52 (100%)
Ineffective communications	19 (33%)	33 (57.9%)	5 (9.1%)	57 (100%)	1.25	40 (75.5%)	13 (24.5%)	53 (100%)
Ineffective delegation of responsibilities	18 (32.7%)	27 (49%)	10 (18.3%)	55 (100%)	1.15	41 (80.4%)	10 (19.6%)	51 (100%)
Campus conflict issues	17 (29.8%)	25 (43.8%)	15 (26.4%)	57 (100%)	1.04	42 (76.4%)	13 (23.6%)	55 (100%)
Technology issues	17 (28.3%)	27 (45%)	16 (26.7%)	60 (100%)	1.02	39 (72.2%)	15 (27.8%)	54 (100%)
Inefficient work routines	16 (29.6%)	27 (50%)	11 (20.4%)	54 (100%)	1.09	35 (70%)	15 (30%)	50 (100%)
Personnel not working to potential	16 (28.6%)	33 (59%)	7 (12.4%)	56 (100%)	1.16	42 (80.8%)	10 (19.2%)	52 (100%)
Ineffective performance appraisal process	15 (26.8%)	31 (55.3%)	10 (17.9%)	56 (100%)	1.09	32 (62.7%)	19 (37.3%)	51 (100%)

Table 16 (Cont.)

Institutional Operational Challenges Ranked By Number of Presidents Selecting Immediacy, With Percentage for Each Item's N Response; Scale 2 (Had to Address Immediately) to 0 (Not a Problem); And their Reactions to the Condition by N and Percentage.

Question	Had to address immediately (2.0)	Had some time to Address (1.0)	Not a problem (0.0)	N	Mean	Condition was as I expected	I was surprised by this condition	N
Ineffective organizational structure	14 (25.4%)	28 (51%)	13 (23.6%)	55 (100%)	1.02	42 (80.8%)	10 (19.2%)	52 (100%)
Unclear institutional vision	14 (24.5%)	24 (42.1%)	19 (33.4%)	57 (100%)	0.91	47 (87%)	7 (13%)	54 (100%)
Accreditation issues	13 (22.1%)	17 (28.8%)	29 (49.1%)	59 (100%)	0.73	47 (83.9%)	9 (16.1%)	56 (100%)
Poor work ethic	9 (16.1%)	18 (32.1%)	29 (51.8%)	56 (100%)	0.64	41 (83.7%)	8 (16.3%)	49 (100%)
Litigation issues	8 (13.8%)	20 (34.5%)	30 (51.7%)	58 (100%)	0.62	40 (75.5%)	13 (24.5%)	53 (100%)
Lack of agreement on institutional Mission	5 (9%)	16 (28.5%)	35 (62.5%)	56 (100%)	0.46	49 (96%)	2 (4%)	51 (100%)
Trustees/Regents	4 (7.1%)	16 (28.6%)	36 (64.3%)	56 (100%)	0.43	45 (88%)	2 (4%)	51 (100%)
Other	2	2	0	4		3	2	

The few comments listed by presidents in the “other” category included:

“Surprises were over the breadth and the depth of the problem and not whether it existed.”

“Lack of trust.”

Most and Least Helpful in Early Months of Acclimation

To determine those whom they found most helpful and those they found least helpful in their first months of acclimation, presidents were asked two questions (items 12 and 13). When asked to select the top three individuals or groups, 10 presidents who returned paper surveys selected three categories but did not rank their choices by importance. As a result, the researcher chose to report only aggregated data rather than means data for these items. A total of 57 presidents responded to the item about who was most helpful during their early acclimation period. A total of 51 presidents responded to the item of who posed the greatest challenges in confronting problems or acting on opportunities. The three most helpful individuals were administrative/executive assistant or Chief of Staff (n = 33), Provost (n=26), and faculty leaders (n = 25). Table 17 reports aggregated numbers for the 11 most listed stakeholder category choices.

Table 17

Aggregated Data for Those Most Helpful to CEOs in Early Months of Acclimation, Ranked by Number of Nominations. N = 57

Category	Most Helpful
Administrative/executive assistant, Chief of Staff	33
Provost	26
Faculty Leaders	25
System Office Staff	19
Spouse or Significant Other	16
VP/Dean of Administration/Business	16
Search Committee Members	12
VP/Director of University Relations	8
VP/Director of Advancement	7
VP/Dean of Student Services	3
Student Leaders	3
Aggregated Total	168

Interestingly, while CEOs selected faculty leaders as one of the most helpful stakeholder groups to their acclimation, they also ranked faculty ($n = 33$), as the group most challenging to convince to resolve institutional challenges or capture opportunities. The next most challenging groups were senior executives ($n = 18$), and regents/trustees ($n = 16$), followed by legislators ($n = 14$). Aggregated totals for seven stakeholder groups offered for selection are reported in Table 18.

Table 18
Critical Stakeholders who Represented the Greatest Challenge to Resolving Challenges or Capturing Opportunities. $N = 51$

Category	Aggregated Totals
Faculty	33
Senior Executives	18
Regents/Trustees	16
Legislators	14
System Office Staff	12
Alumni	7
Students	1
Aggregated Total	101

Top Management Team Interaction

Higher education and business researchers and consultants are consistent in their assessments that solid and loyal TMTs are crucial to CEO success. CEOs in this study were asked five questions about the activities they used to assess their senior executives (who typically are Cabinet members). The items, (survey questions 14-18), asked if they removed TMT members, and if so, how many, the method of removal, the criteria used to assess executives, and if, with the benefit of hindsight, they would have acted differently. Those results are displayed

in Tables 19 through 23. Figure 2 illustrates the frequency of removal of executives by the number of presidents for each frequency. Five presidents did not remove executives.

Replacement of Direct-report Senior Staff

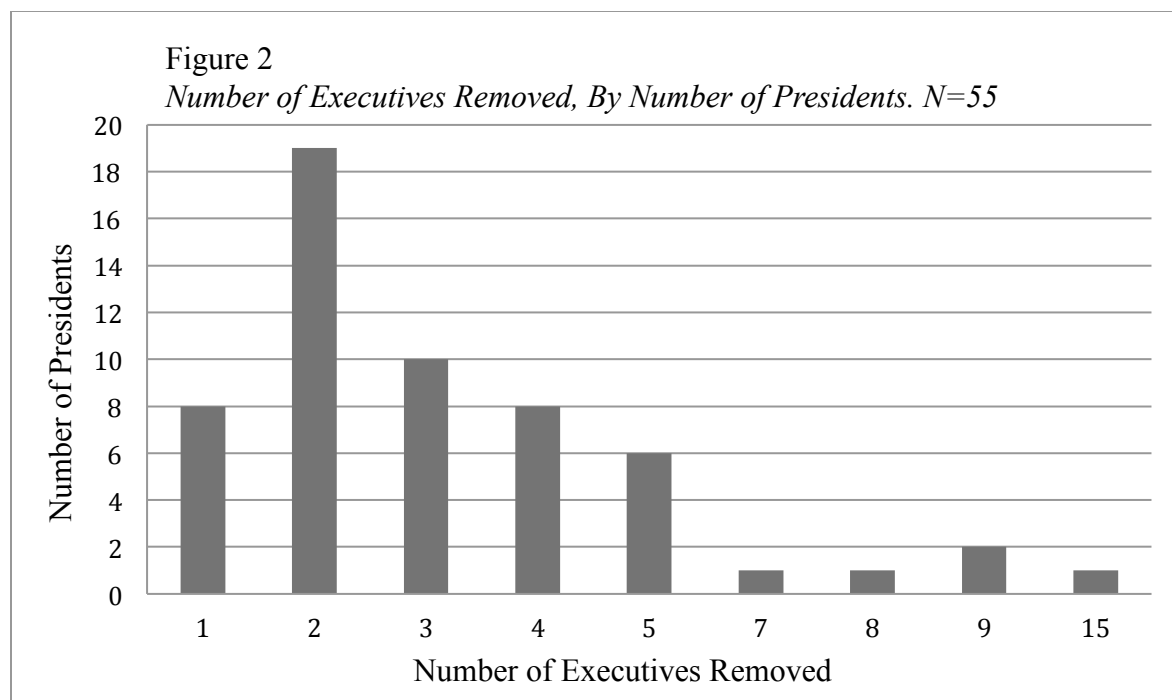
A total of 92 percent of the CEOs (n = 56) reported replacing senior staff. Data are in Table 19.

Table 19
Have you Replaced Any Direct-report Senior Staff? N = 61

Answer	N	Percentage
Yes	56	92%
No	5	8%
Total	61	100%

Number of Direct-report Senior Staff Removed

The range of senior direct-report staff removed by CEOs varied significantly, from no replacements to as many as 15. In total, the CEOs (n = 56) reported the aggregated removal of 198 senior executives, with several indicating it was at the initiative of the affected executive. The most frequent executive removals clustered at two (n = 19), three (n = 10), four (n = 8), and five (n = 6), as reported in Figure 2. In Chapter 5 the data are analyzed in relationship to the institution's operational environment.



Methods Employed to Assess Senior Direct-report Staff

As Table 20 shows, the majority of CEOs relied most frequently on four methods of assessment to determine if they should remove or retain top executives: personal observations (100%), formal meetings (86%), retreats (66%), and personnel files (52%). Presidents were allowed to make multiple selections among seven choices. Additionally, five CEOs shared other evaluation processes.

Table 20
Processes New Presidents Used to Assess the Abilities of Inherited Senior Staff. N = 58

Method of Review	N	Percentage of N
Personal observations	58	100%
Formal meetings	50	86%
Retreats	38	66%
Reviewed Personnel files	30	52%
Conducted formal appraisal	24	41%
Information from colleagues outside the institution	24	41%
Reviewed predecessor's files	23	40%
Other	5	9%

Other methods used by CEOs to assess TMT members included:

“Reviewed divisional assessments (5-year evaluations of VP and division, undertaken with the Senate).”

“Worked with business coach and outside business leaders.”

“Talked with Search committee.”

“Gave specific tasks appropriate for their position and waited for results.”

“One-on-one interviews.”

Methods of Removal

Presidents were provided the opportunity to report on their method of removal for up to four individuals. Because some presidents removed more than four executives, the responses on removal accounted for only 150 of the 198 total executives the CEOs reported were removed. Table 21 indicates that those removals that presidents ($n = 53$) reported on were virtually equally distributed in the selection of their methods of removal: encouraged resignation (38), encouraged retirement (37), moved to a position better suited to the individual’s talents (36), or fired outright (31).

Table 21
Methods Used to Remove Critical Personnel. $N = 53$

Removal Method	Individual 1	Individual 2	Individual 3	Individual 4	Removed
Encouraged resignation	18	6	10	4	38
Encouraged retirement	15	12	6	4	37
Moved to position suited to abilities	8	13	8	7	36
Fired outright	11	10	6	4	31
Other	3	2	2	1	8

Among the “other” comments that CEOs offered on removals were:

“Vacant. Provost became president.”

“Was losing candidate for my position. Left the institution. No hard feelings.”

“One person filled the position I left as provost.”

“Encouraged No. 1 to seek employment elsewhere.”

“Those removed chose to retire.”

“Tried to move to new position but it didn’t work. Came to mutual understanding of lack of fit. In retirement case the individuals had planned to stay longer to max out. But I do not think they would have been productive.”

“Early retirement and reassignment.”

“Three of four vice president left for other positions before or shortly after I became president due to their desire for upward mobility.”

With the Benefit of Hindsight, Would CEOs Have Replaced Staff Differently?

Of the CEOs (n = 55) who responded to this item, 91% reported that they were confident in their immediate actions to remove senior direct-report executives. Of the five (9%) CEOs who said with hindsight they would have acted differently, their comments unanimously indicated they should have acted more quickly to affect the removal. Data are reported in Table 22.

Table 22

Would Presidents Handle Replacement Situation Differently, in Hindsight? N = 55

Answer	N	Percentage
No	50	91%
Yes	5	9%
Total	55	100%

Preparation for the Presidency

CEOs were asked five questions (survey items 19-23) about the actions and influences that prepared them for their new roles. These included life and career experiences (with the opportunity to select more than one influence), if they had or were relying on a mentor (72%), and if they would recommend that aspiring or new presidents participate in a higher education workshop (97%). These data are contained in Tables 23 through 25. Presidents were provided with two open-ended questions to offer their observations, which because of their length, are reported in Appendices H and I. These items asked about the ways a mentor has assisted them (n = 45), and the value of participating in a presidential preparation or post-appointment workshop (n = 53).

Life and Work Experiences that Prepared CEOs

CEOs were offered the opportunity to make multiple choices among six activities that prepared them for the presidency. In addition, they shared 11 other experiences that played a role in preparation for their leadership development. Of the 57 CEOs who made selections, the top selection (95%) was the value of previous positions. Data and other comments are reported in Table 23.

Table 23

Life and Work Experiences That Helped Prepare New CEOs for the Presidency. N= 60

Activity	N	Percentage of N
Previous professional positions	57	95%
Observing strong professional role models	53	88%
Values instilled by my parents	52	87%
Belief that I can make a difference	51	85%
Academic degrees	32	53%
Formal training for the position	25	42%
Other	10	17%

Among the “other” experiences that presidents said were influential in their preparation for the presidency were:

“Strong record of community service, with understanding of public need, diversity, collaboration. Creative problem-solving in arts, scientific inquiry, fiscal management. Mediation training.”

“Service on non-profit board. Public speaking experience.”

“My research. Mentors.”

“Observing weak professional role models (what NOT to do).”

“Formal leadership training.”

“Had served as exec assistant to a president; had strong mentor. Was at a start-up campus that provided unusual opportunities to gain wide experiences.”

“Previous variety of professional positions.”

“Leading a variety of organizations.”

“Observed weak professionals. Exposure to other fine universities.”

“Observing poor professionals. You can learn a lot from someone who is an “anti” role model.”

Reliance on a Mentor

A total of 60 CEOs responded to the item (20) that asked whether they had had or currently had a mentor. Of those, 72% (n = 43) answered affirmatively. Responses are in Table 24. CEOs’ observations about the role mentors played in guiding them and the advice mentors offered are contained in Appendix H.

Table 24
Number of Presidents with a Mentor for Career Guidance. N = 60

Answer	N	Percentage
Yes	43	72%
No	17	28%
Total	60	100%

Recommend Participation in Presidential Workshop

Fifty-eight CEOs responded to a question (item 23) of whether they would recommend that prospective or new CEOs participate in a presidential workshop. The nearly unanimous response (97%) was affirmative. CEOs' extensive observations (item 22) about the value of the workshops in identifying solutions to important issues and enabling them to establish networks are reported in Appendix I.

Table 25

Recommend Others to Participate in Presidential Workshop. N = 58

Answer	N	Percentage
Yes	56	97%
No	2	3%
Total	58	100%

Observations About the Presidency

New first-time presidents were asked to share their personal insights about their new role. In this section of the survey, presidents responded to nine items (survey questions 24-32), including two that allowed for open-ended responses. Items included: what provides the greatest satisfaction in being a campus CEO, the commonly felt experiences of being a CEO, methods for coping with the pressure of the position, whether they have seriously thought about leaving their positions, would those who answered "yes" to considering leaving seek another presidency, would they do anything differently in acclimation, and if so, what those actions would be, and how long it took them to acclimate in months. The results are reported in Tables 26 through 31, and in Figure 3. Because of the number and length of comments on those acclimation activities that CEOs would do differently with the benefit of hindsight, they are listed in Appendix J. Two open-ended items were included (survey items 24 and 32): what advice they have to offer "outsider" presidents; and what advice they have for new presidents. These two questions elicited 95 responses, which are contained in Appendices J and K.

Areas of Greatest Satisfaction

CEOs were asked to select what, from among 18 choices, they found satisfying about their new roles. They were allowed to make multiple selections. Of those choices, 14 were selected by a majority of presidents ($n = 60$). The top three are consistent with what one would expect of regional, public institutions that trace their roots to Normal Schools, and that place their emphasis on teaching and learning over research. They are: *transforming the lives of others* (95%), *helping others to achieve their dreams* (92%), and *serving well in a time of challenge for higher education* (88%). Following closely were these three items: *having an impact*, and *building my institution so it can effectively serve the next generation* (both at 85%), and *making a difference in areas that are important to me* (80%). The responses to this item are reported in Table 26. Responses to this item also are analyzed by institutional operational standing in Chapter 5.

Table 26
Activities That Provide the Greatest Satisfaction for Presidents. N = 60

Answer	Response N	Percentage of Response
Transforming the lives of others	57	95%
Helping others to achieve their dreams	55	92%
Serving well in a time of challenge for higher education	53	88%
Having an impact	51	85%
Building my institution so it can effectively serve the next generation	51	85%
Making a difference in areas that are important to me	48	80%
Challenges of variety, breadth, depth of the position	44	73%
Improving the quality of life in our service area	40	67%

Table 26 (Cont.)
Activities That Provide the Greatest Satisfaction for Presidents. N = 60

Answer	Response N	Percentage of Response
Inspiring others from differing backgrounds	47	62%
Enjoying going to work every day	37	62%
Building diversity on my campus	36	60%
Achieving success	35	58%
Being a role model to students	35	58%
Continuing my institution's traditions	33	55%
Making the world a better place	28	47%
Gaining camaraderie with other presidents	20	33%
Transforming my life	18	30%
Being in charge	8	13%
Other	7	12%

Among the additional comments made by CEOs on their rewards for serving in this challenging position were:

“Being an advocate for this generation of learners and the faculty, staff and facilities that will prepare these learners.”

“Being a great place to work. Building quality. Improving student success.”

“Advancement was a major surprise. I’m effective, and this is quite satisfying. Being part of a System where a flagship is a prominent national university sometimes brings great benefits (sports), sometimes not.”

“Helping students achieve their dreams is No. 1.”

“Increased community input.”

“Beginning new traditions.”

Commonly Felt Experiences

When the presidents were asked to share information about the pressures of their new position, 60 responded. They were allowed multiple selections among seven experiences and a majority selected six of them as having a personal impact. Additionally, eight presidents offered other comments on the stressful experiences of their position. The most commonly felt experience for 49 (82%) of them was *A sense of responsibility to other employees*. This was followed by *A sense of not being able to accomplish all that you wish as quickly as you would like* (75%; $n = 45$). The third most frequent response was *A sense of being under constant observation* (70%; $n = 42$). This item also was analyzed by gender and reported in Chapter 5.

Table 27
Commonly Felt Experiences of New Campus CEOs. N = 60

Answer	Response Rate	Percentage of N
A sense of responsibility to other employees	49	82%
A sense of not being able to accomplish all that you wish as quickly as you would like	45	75%
A sense of being under constant observation	42	70%
A sense of urgency to make changes	38	63%
A lack of time to read and think	35	58%
A sense of being driven	34	57%
Concern about how others are evaluating you	15	25%
Other	8	12%

The CEOs offered many other insightful comments about the personal challenges and experiences of the presidency:

“Lack of any real guidance, direction and training.”

“Very positive overall.”

“Difficulty in reconciling and balancing interests of different constituencies.”

“Very hard on my spouse.”

“I forget that I’m a president much of the time. I served as a VP for 19 years and feel like I am working with a team. Very collaborative. I think that this is a good thing.”

“As a gay chancellor, concern about community members who mistrust my sexuality. Since I moved out of state, I’m cut off from long-time friends, financial issues, personal issues of moving, buying/building households. I’m single so this can be overwhelming.”

“Loneliness: A bit. No real friends.”

“That’s enough! (Selected all).”

Coping Strategies

When asked how they coped with the stress of their positions, 60 CEOs made multiple selections from among six choices. Additionally, they shared another 11 strategies. The top three strategies were *physical exercise* (n = 46; 77%); *talk with peers, friends, or family* (n = 42; 70%); and *spending time with my family* (n = 41; 68%). This item was analyzed by gender in Chapter 5.

Table 28

Coping Strategies of Presidents to Deal With Stress. N = 60

Answer	Response Rate	Percentage of N
Physical exercise	46	77%
Talk with peers, friends, or family	42	70%
Spend time with my family	41	68%
Take a vacation	31	52%
Spending time alone	26	43%
Other	11	18%
Relaxation techniques	6	10%

Other pressure release valves and observations shared by the CEOs included:

“Although I thought I wouldn’t have the time, I got a dog. She’s become kind of a campus mascot and great companion. I thought I’d have to forego having a pet while serving as president, but I’m glad I decided to adopt her. She forces me to take breaks, to play, to laugh. And after long days of meetings and complicated conversations, having a dog who is happy to see me but doesn’t speak is a relaxing end to the day. It’s work, but a joy.”

“Outdoors!”

“Talking to my wife.”

“I have long distances to drive for meetings. I use that as ‘reflection time.’ ”

“Art, watch TV, train my dog.”

“I should have more physical exercise than I do!”

“Long talks with my chief of staff. Colleagues in System have been great. Hobbies and recently creative activities. My scholarship.”

“Fishing, golf, playing cards.”

“I take my vacation time — and really get away. I would give this advice to new presidents. It will all be there when you get back.”

“Spending time with my border collie (puppy). Art (painting, photography, films).”

“This role is less stressful than my previous position as provost.”

Seriously Considered Leaving Their CEO Role

Presidents were asked if, since assuming their new role, they had seriously thought about leaving their position. Fifty-nine responded, with 17 (29%) offering an affirmative answer.

Table 29

Since Assuming New Role Have Seriously Thought About Leaving Presidency/Chancellorship In The Near Future. N = 59

Answer	N	Percentage
Yes	17	29%
No	42	71%
Total	59	100%

Would Seek Another Presidency if Serious About Leaving Position

Those CEOs who responded that they were seriously considering leaving their presidency were asked if they would seek another one. A total of eight presidents said they would not. However, the circumstances for responding to this question are uncertain. Those who said they were seriously considering leaving their presidency (n = 17) (survey item 28) was smaller than those who responded they would seek another presidency (n = 23) (survey item 29) when asked if they were seriously considering leaving. This discrepancy caused the researcher to surmise that the

respondents either misread the question or they reported on whether they would seek a second presidency even if they were not considering leaving immediately.

Table 30

If Thought Seriously About Leaving Your Position, Would Seek Another Presidency.

N = 23

Answer	N	Percentage
Yes	15	65%
No	8	35%
Total	23	100%

With the Benefit of Hindsight, Would Change Acclimation Activities

A total of 56 presidents responded to the question (item 30) asking if, with the benefit of hindsight, they would do anything differently in their acclimation activities. A total of 71% (n = 40) indicated they were satisfied with the processes they employed. Sixteen presidents (29%) reported they would have made different choices. Eighteen presidents offered comments, which are reported in Appendix L. General areas in which they would have acted differently were participating in fewer off-campus events, acting more deliberately on important personnel issues, addressing fund-raising challenges, and allocating more time for home-life activities.

Table 31

With Benefit of Hindsight, Would You Change Your Acclimation Activities? N = 56

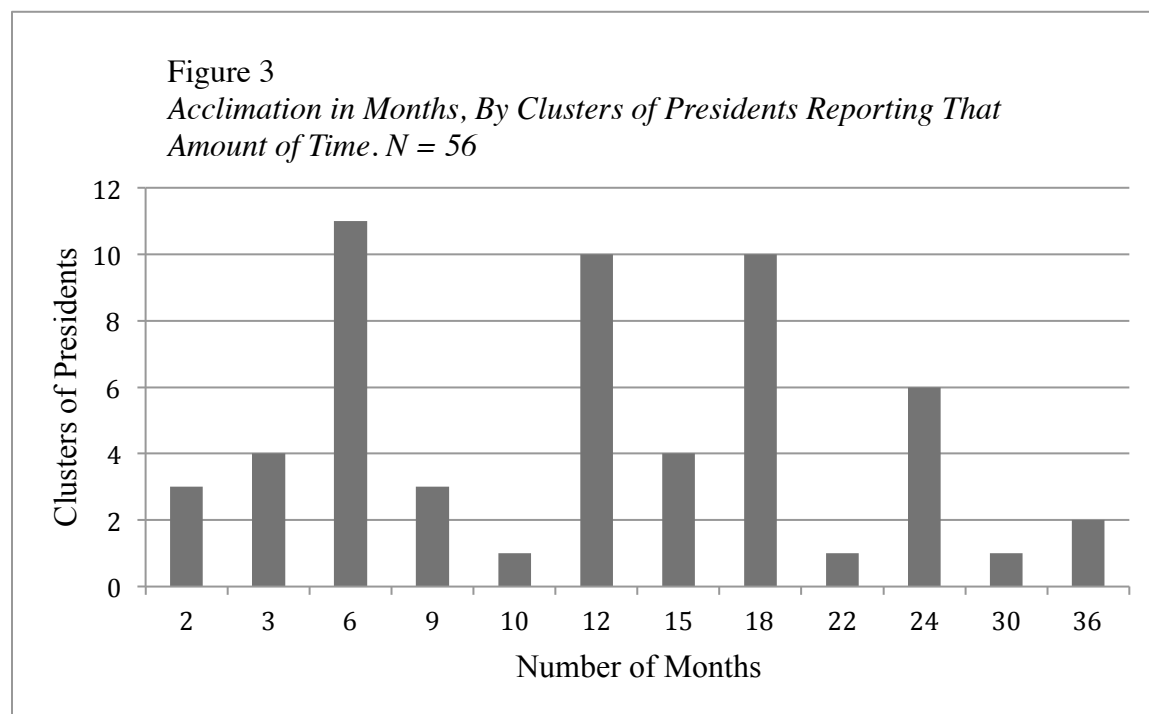
Answer	Response	Percentage
Yes	16	29%
No	40	71%
Total	56	100%

Months to Achieve Acclimation in Their New Roles

Presidents in this survey were asked to report how many months it took them to acclimate. This question (survey item 31) defined achieving acclimation as feeling sufficiently comfortable in their understanding of the campus culture, governance processes, operational

practices, regional partners, and state policy climate to effectively lead the organization forward.

As shown in Figure 3, the number of months ranged from a low of two months to a high of 36 months. The mode was 12 months, with clustering at 6, 9, 12, 18, and 24 months.



Chapter Summary

This chapter reported the results from a survey of 61 new, first-time presidents at regional, public higher education institutions. The survey results provided a demographic profile of these presidents; the pathways they took to prepare for the presidency; the acclimation strategies they used to learn their institution; lists of their successes, frustrations, and rewards; those stakeholders who were most helpful or most challenging to work with early in their acclimation process; and their perceptions of the environmental assessment of their institution and those operational issues that posed the greatest challenge. Because the presidents provided so many comments to open-ended questions (559 written responses), those are contained in the appendices to this study.

Chapter Five: Findings, Conclusions, Recommendations

Introduction

This study was designed to capture the “lessons learned” by new, first-time CEOs at regional, comprehensive public higher education institutions as they acclimated to their new roles. This study compiled demographic profiles, and asked presidents about their acclimation activities, operational challenges, successes and frustrations, preparation for the presidency, impressions of the presidency, and advice they would offer to CEO aspirants. The study also sought to determine if there were differences in acclimation experiences based on gender or on an institutions’ operational environment. These findings are compared to previous executive leadership research in higher education and in the for-profit sector. The chapter ends with an acknowledgment of the study limitations and some recommendations for improved practices and further study.

Summary of the Methodology

An original 37-item survey was used to explore acclimation activities of CEOs whose public institutional mission primarily was teaching and learning. The final target population was 102 CEOs, with 61 CEOs participating, for a response rate of 59 percent. Data were collected through a mailed survey, *Survey of new, first-time CEOs at public, comprehensive institutions*. CEOs who did not respond to this method were enabled to complete the survey online in Qualtrics. Data were analyzed through SPSS v.21 and SAS v.9.3. Parametric tests were conducted using Pearson’s Chi-square and t-tests using confidence levels of $>.05$ and $>.10$. To analyze smaller categorical samples Fisher’s Exact Test and Cohen’s d were used. A wave analysis determined that the length of time the survey was open did not result in reliability differences. Data also were analyzed to determine if there were differences based on two

dependent variables: a) gender, and b) environmental operational standing of the institution.

Independent variables are shown in Table 32.

Table 32

Dependent and independent variables for gender and operational environment.

Dependent Variable	Independent Variable
Gender	Acclimation activities
	Stakeholders most and least helpful to acclimation
	Operational challenges
	Personal satisfaction derived from being a CEO
	Commonly felt experiences
	Coping strategies
Operational Environment	Acclimation activities
	Stakeholders most and least helpful to acclimation
	Operational challenges
	Personal satisfaction derived from being a CEO
	Commonly felt experiences
	Coping strategies
	Time to acclimation

Presentation of the Findings

General Research Area One: The Demographic Profile of New, First-time Presidents at Regional, Public Comprehensive Institutions

A profile of the CEOs was constructed through 10 research items: time in office, immediate previous employment sector, immediate previous position if the new CEO was employed in higher education, whether employed at the same institution, years in previous position, years in higher education, gender, age, marital status, and race.

Presidents of regional, public comprehensive institutions as a group are highly trained and committed to their roles as CEOs. Data compiled on the demographic profiles of the presidents in this study are shown in Tables 4 through 13 in Chapter 4. They show there were numerous, noticeable differences from the national profile data gathered by the American Council on Education (ACE) in 2011. This current study shows that public, comprehensive

regional institutions provide greater CEO opportunities for women. Further, representation of minorities as CEOs in the study group was higher than the national average (which had actually decreased overall nationally in the past decade). Serving as a Chief Academic Officer, those most prepared to lead an institution, also remains a greater pathway to the presidency for this study group. Additionally, there were fewer “outsiders” from outside higher education in the study group than found nationally. However, there were fewer “insider” CEOs selected from the same institution for this study (11%) than for the same category (31.4%) reported in ACE’s 2011 survey.

Since the statistical reliability for the current study was set at 90 percent, these data suggest a recent shift away from hiring institutional “insiders” by trustees and system leaders. This study did not explore if this marked a significant trend.

Table 33 compares profile data for this study with these 2011 national ACE profiles: presidents at all categories of institutions; presidents at regional public, comprehensive institutions; and “recently hired presidents.” ACE defined persons who are in this latter category to have been two years in office. However, ACE’s “recently hired presidents” profile also included data about those who previously held a CEO position (19.5%). Since the current study only surveyed first-time, new presidents, comparisons with ACE data are not appropriate.

Table 33

CEO Characteristics for Current Study Compared by Percentage to 2011 ACE National Presidential Survey. Current Study N = 61

CEO Characteristic	Current Study	2011 ACE National Profile	2011 ACE Public Master's C & U	*2011 ACE Recently Hired Presidents	2006 ACE National Profile
Higher Ed career professional	95.1%	79.7%	91%	79.7%	86.9%
"Outsider" to Higher education	4.9%	20.3%	9%	20.3%	13.1%
CEO Selected Internally	11%	NA	31.2%	NA	NA
Prior Position as CAO	48%	34%	55.1%	34%	31.4%
Years in Previous position	7.6	NA	NA	NA	6.7
Male	61%	73.6%	77.1%	70.6%	67%
Female	39%	26.4%	22.9%	29.4%	23%
Married	84%	85%	90.1%	85.6%	83.2%
Caucasian	77%	87.4%	79.1%	88.5%	86.4%
Minority	23%	12.6%	21%	11.5%	13.6%
Age	60 Years Average	60.7 Years Average	62.6 Years Average	57.2 Years Average	59.9 Years Average

Notes: *ACE defined "recently hired" presidents as those in office for two years or less. This ACE data category included those who previously served as a campus President or CEO, with 19.5% in that prior position.

NA means Not Available

General Research Area Two: Acclimation Strategies and Initial Impressions of the Presidency

The current study offered CEOs the opportunity to select from the 19 most commonly recommended acclimation strategies for CEOs in both higher education and business. These fell into three broad categories that included acclimation strategies, conversations, and research. Acclimation strategies included establishing an institutional advisory team, creating a map of acclimation activities, and using this information to create a privately held map for change. Conversations stemmed from visiting campus, and meetings with such key stakeholders as legislators, trustees, board chairs, community leaders, administrators, faculty leaders, and predecessor CEOs. Research included reviewing accreditation studies, the strategic plan, annual reports, regents/trustee meeting minutes, policy and procedure manuals, the faculty handbook, the web site/social media, and general communications. CEOs placed high importance on 15 of these items. CEOs were asked to rank these on a five-point scale of *very helpful* to *very unhelpful*.

In addition, they were provided open-ended questions to name their top three successes and frustrations since they began their acclimation. The CEOs shared 350 comments that are provided in Appendices F and G. Successes and frustrations were essentially about the same topics. Both focused on the general categories of resolving budget issues, enrolling students, facility improvements, confronting institutional silos, improving the campus climate, evaluating senior executives, engaging in strategic planning, improving community relations, relating to system staff, and successful fundraising.

These CEOs were thoroughly engaged in learning about their organizations. An overwhelming number of presidents (84%) created a map to guide them through acclimation, and

those who did so reported it to be highly valuable ($M = 4.56$ on a scale of 5.0). Additionally, 75% of the CEOs found it very helpful ($M = 4.67$ on a scale of 5.0) to have created a private plan for change early after their arrival, and then to verify its assumptions and make adjustments resulting from their acclimation activities.

An activity that fewer new CEOs ($n = 45$) employed was to meet with their predecessor. Higher education consultants and researchers have differing opinions on this acclimation strategy. Those in support do so because of the potential gain in useful knowledge, and the symbolism conveyed in respecting the legacy of the previous CEO. Others caution that some predecessor CEOs continue to exhibit a presence that can detract from the legitimacy of new CEOs. Finally, some CEOs may have departed in unfavorable circumstances in which case new CEOs may not wish to seek their advice. Regardless of the differing opinions on this activity, those CEOs who did engage with their predecessor placed an above average value on the experience ($M = 3.76$).

Acclimation activities by gender. To determine if there were important and significant differences in actions and perceptions between male and female presidents, acclimation activities were analyzed by the dependent variable of gender. Survey results found no significant differences between the ratings of male and female presidents about the importance of 16 of the 19 listed activities. In three categories there was a significant difference with the female presidents placing more importance on their value than did their male colleagues. The activities more valued by female CEOs included, *Made several trips to campus*, *Read institutional accreditation report*, and *Reviewed the Mission, Vision, Values*. All three items are significant at ($p = >.05$). They are highlighted in yellow.

Gender data comparisons for all 19 acclimation activities can be found in Appendix N, Table N2.

Table 34

Three Activities Engaged in upon Accepting Position Showing Value for Female CEOs; Mean Responses. Scale 1 (Very Helpful) to 5 (Unhelpful). N = 59

Activities	Male n=36	Female n=23	p-value Effect Size
Made several visits to the campus	n=29 M=1.28 SD=0.60	n=14 M=1.00 SD=0.00	p=0.018 d=0.56
Read institutional accreditation report	n=26 M=1.96 SD=1.00	n=16 M=1.44 SD=0.50	p=0.036 d=0.61
Reviewed the Mission, Vision, Values	n=32 M=1.63 SD=0.75	n=19 M=1.21 SD=0.42	p=0.015 d=0.65

General Research Area Three: Operational Challenges

Presidents responded to nine items about the operational status of their institutions. Four items focused on the operational environment: the assessment of the institution as they took over its leadership, the type and magnitude of operational difficulties, and the persons most helpful and least helpful to their acclimation. Five questions focused on their inherited senior executives and addressed: how they evaluated their performance, whether they removed any, how many they removed, the process of removal, and if they would do anything differently in hindsight.

Assessment of operational environment. When they assume their new roles, first-time new CEOs are confronted with a broad array of challenges that span virtually all institutional operational areas and external stakeholder groups. Based on the works of Watkins (2014) and Ciampa & Watkins (1998), CEOs were presented with four choices to define the operational environment. (Not offered as a selection choice was “start-up,” or a newly founded organization). In the for-profit sector it has been found that categorizing an organization’s

environment can identify the principal areas of concern and may help a CEO to efficiently focus on the optimal strategies to address them. Watkins (2014) emphasizes the greatest challenges are found in the categories of turnaround and realigning institutions. All 61 CEOs were allowed to select the operational definition that described their institution when they assumed its leadership. The four categories, brief descriptions, and the number and percentage of CEOs selecting each are:

Realigning. This was the most frequent category identified by CEOs (n = 29, 48%). It requires reenergizing an institution that has a history of strong pockets of success but now faces problems. Employees must be convinced that change is necessary, and it requires a careful restructuring of the TMT to refocus the organization.

Turnaround. Seventeen (28%) of the CEOs identified their institution as belonging in this category, which means it recognizes it is in serious trouble, and rapid, decisive, sometimes difficult action, will be needed to save it. There is widespread institutional acceptance that change is necessary.

Sustaining. Nine (15%) of the CEOs identified their organization as vibrant and ready to reach the next level of success. This category is defined as having a strong, inherited TMT, and employees who are committed to succeed.

Accelerated growth. Six CEOs (10%) identified their institution as a successful organization that needs significant investments in people and budget to realize its full potential. It is widely accepted that there is an opportunity for growth.

Assessment of operational problems. After selecting among these four categories, presidents were then asked to determine the immediacy of 23 operational challenges that are common to higher education as denoted in the literature. Further, they were asked to report on

whether they were surprised to find these conditions. Findings are reported in Table 16 of Chapter 4.

An additional analysis was conducted in which the dependent variable of operational environment was compared with three independent variable items in the general study area of operational challenges: scope of operational challenges, and those most and least helpful to CEOs' early acclimation processes. (All correlational data are shown in Appendix M, Tables M1 through M24.) In the following discussion, the CEOs' findings for the turnaround (troubled) and realigning (pockets of strength) institutions are compared.

Because of small categorical samples sizes, Fischer's Exact Test and Cohen's *d* were employed to conduct these analyses. Both tests produced the same results. Data are presented in Tables 35 through 41 for 0.05 (highlighted in yellow) confidence levels followed by 0.10 confidence levels (highlighted in grey). (This color highlighting of the data will be consistent throughout this chapter).

Turnaround institution challenges. Those significant problem areas identified at turnaround (troubled) institutions were primarily related to operational issues. They are institutional silos, inefficient work routines, lacking a sense of urgency for necessary changes, lagging institutional energy, failure to confront problems, ineffective performance appraisal processes, litigation, and a poor work ethic. These CEOs found their provost the most helpful executive to address these issues.

Institutional silos. As shown in Table 35, CEOs at turnaround institutions reported institutional silos needed to be addressed immediately, and were surprised this condition existed.

Table 35

Institutional Silos by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=45$; $\chi^2=6.772$; $p=0.036^*$; $\varphi=0.39$		
Had to address immediately	68.8% $n=11$	31.0% $n=9$
Had some time to address	31.3% $n=5$	55.2% $n=16$
Not a problem	0.0% $n=0$	13.8% $n=4$
Your Findings? $N=38$; $\chi^2=4.609$; $p=0.052^*$; $\varphi=0.35$		
Condition was as I expected	71.4% $n=10$	95.8% $n=23$
I was surprised at this condition	28.6% $n=4$	4.2% $n=1$

Note: *Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Inefficient work routines. As shown in Table 36, CEOs from turnaround institutions reported inefficient work routines, and they were surprised at this condition.

Table 36

Inefficient Work Routines by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=40$; $\chi^2=9.524$; $p=0.008^*$; $\varphi=0.49$		
Had to address immediately	66.7% $n=10$	20.0% $n=5$
Had some time to address	33.3% $n=5$	64.0% $n=16$
Not a problem	0.0% $n=0$	16.0% $n=4$
Your Findings? $N=36$; $\chi^2=5.202$; $p=0.056^*$; $\varphi=0.38$		
Condition was as I expected	46.2% $n=6$	82.6% $n=19$
I was surprised at this condition	53.9% $n=7$	17.4% $n=4$

Note: *Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Lacking a sense of urgency for necessary changes. As shown in Table 37, CEOs from turnaround institutions reported that a lack of urgency for necessary changes needed to be addressed immediately. Further, these presidents were surprised to find this.

Table 37

Lacking a Sense of Urgency for Necessary Changes by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=7.816$; $p=0.019^*$; $\phi=0.43$		
Had to address immediately	87.5% $n=14$	46.2% $n=12$
Had some time to address	12.5% $n=2$	30.8% $n=8$
Not a problem	0.0% $n=0$	23.1% $n=6$
Your Findings? $N=37$; $\chi^2=4.430$; $p=0.063^*$; $\phi=0.35$		
Condition was as I expected	50.0% $n=7$	82.6% $n=19$
I was surprised at this condition	50.0% $n=7$	17.4% $n=4$

Note: *Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Failure to confront problems. As shown in Table 38, CEOs from turnaround institutions reported that a failure to confront problems needed to be addressed immediately.

Table 38
Failure to Confront Problems by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=44$; $\chi^2=9.818$; $p=0.006^*$; $\phi=0.47$		
Had to address immediately	87.5% $n=14$	39.3% $n=11$
Had some time to address	12.5% $n=2$	50.0% $n=14$
Not a problem	0.0% $n=0$	10.7% $n=3$
	Turnaround	Realignment
Scope of the Problem/Challenge. $N=44$; $\chi^2=9.818$; $p=0.006^*$; $\phi=0.47$		
Your Findings? $N=38$; $\chi^2=0.345$; $p=0.557$; $\phi=0.10$		
Condition was as I expected	57.1% $n=8$	66.7% $n=16$
I was surprised at this condition	42.9% $n=6$	33.3% $n=8$

Note: *Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Ineffective performance appraisal processes. CEOs from turnaround institutions reported ineffective performance appraisal processes needed to be addressed immediately.

Table 39
Ineffective Performance Appraisal Process by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=41$; $\chi^2=6.749$; $p=0.032^*$; $\phi=0.41$		
Had to address immediately	53.3% $n=8$	19.2% $n=5$
Had some time to address	46.7% $n=7$	61.5% $n=16$
	Turnaround	Realignment
Scope of the Problem/Challenge. $N=41$; $\chi^2=6.749$; $p=0.032^*$; $\phi=0.41$		
Not a problem	0.0% $n=0$	19.2% $n=5$

Table 39 (Cont.)

*Ineffective Performance Appraisal Process by Institution Environment*Your Findings? $N=37$; $\chi^2=0.520$; $p=0.471$; $\phi=0.12$

Condition was as I expected	64.3% $n=9$	52.2% $n=12$
I was surprised at this condition	35.7% $n=5$	47.8% $n=11$

*Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Litigation. CEOs from turnaround institutions reported litigation to be an immediate problem.

Table 40

Litigation Issues by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=43$; $\chi^2=5.612$; $p=0.060$; $\phi=0.36$		
Had to address immediately	25.0% $n=4$	14.8% $n=4$
Had some time to address	56.3% $n=9$	29.6% $n=8$
Not a problem	18.8% $n=3$	55.6% $n=15$
Your Findings? $N=38$; $\chi^2=0.232$; $p=0.722^*$; $\phi=0.08$		
Condition was as I expected	66.7% $n=10$	73.9% $n=17$
I was surprised at this condition	33.3% $n=5$	26.1% $n=6$

Note: *Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Poor work ethic. CEOs from turnaround institutions reported a poor work ethic to be an immediate problem.

Table 41
Poor Work Ethic by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=5.404$; $p=0.067$; $\phi=0.36$		
Had to address immediately	25.0% $n=4$	19.2% $n=5$
Had some time to address	56.3% $n=9$	26.9% $n=7$
Not a problem	18.8% $n=3$	53.9% $n=14$
Your Findings? $N=35$; $\chi^2=0.030$; $p=1.000^*$; $\phi=0.03$		
Condition was as I expected	78.6% $n=11$	81.0% $n=17$
I was surprised at this condition	21.4% $n=3$	19.1% $n=4$

*Fisher's Exact Test was used rather than Pearson's Chi-Square Test

Finally, CEOs at turnaround institutions found their provost to be more helpful than CEOs did at realigning institutions, as reported in Table 42.

Table 42
Persons who were Most Helpful During First Months After Acclimating to New Role by Institution Environment; Mean Ranks

Activities	Turnaround $n=15$	Realignment $n=28$	p -value Effect Size
Provost	$M=2.67$ $SD=1.68$	$M=4.18$ $SD=2.48$	$p=0.023$ $d=0.67$

Realigning institution challenges. The contributions of some executive leaders were found to differ between CEOs at realigning (pockets of strength) institutions and their peers at turnaround (troubled) institutions (Table 42). Findings showed that CEOs at realigning institutions found executives in advancement and university relations to be more helpful than other top executives.

Table 43

Two Executives at Realigning Institutions who were Most Helpful During First Months After Acclimating to New Role; Mean Ranks

Activities	Turnaround <i>n</i> =15	Realignment <i>n</i> =28	<i>p</i> -value Effect Size
Vice President/Dean of Advancement	<i>M</i> =9.80 <i>SD</i> =0.78	<i>M</i> =8.07 <i>SD</i> =3.39	<i>p</i> =0.015 <i>d</i> =0.62
Vice President/Director of University Relations	<i>M</i> =10.93 <i>SD</i> =2.25	<i>M</i> =8.86 <i>SD</i> =4.40	<i>p</i> =0.047 <i>d</i> =0.54

The CEOs at realigning institutions also placed greater significance on assessing top executives by reviewing their personnel files and in conducting a formal appraisal process.

Table 44 shows a .05 confidence level for file reviews. Table 45 shows a .10 confidence level for a formal appraisal process.

Table 44

Value of Using Personnel Files in Realigning Institutions vs. Turnaround
N=46; $\chi^2=6.379$; *p*=0.012; $\phi=0.37$

	Turnaround <i>n</i> =17	Realignment <i>n</i> =29
No	76.5% <i>n</i> =13	37.9% <i>n</i> =11
Yes	23.5% <i>n</i> =4	62.1% <i>n</i> =18

Table 45

Value of Formal Performance Appraisals in Realigning Institutions vs. Turnaround
N=46; $\chi^2=2.867$; *p*=0.090; $\phi=0.25$

	Turnaround <i>n</i> =17	Realignment <i>n</i> =29
No	70.6% <i>n</i> =12	44.8% <i>n</i> =13
Yes	29.4% <i>n</i> =5	55.2% <i>n</i> =16

Budget challenges. As one would anticipate, budget issues, due to the ongoing and significant decline of state resources to public higher education, are of great concern to CEOs.

However, as shown in Table 46, there were differences in perception between turnaround and realigning institutions. CEOs at (troubled) turnaround institutions found budget issues to be of greater immediacy than their colleagues at realigning institutions. In contrast, many CEOs at realigning (pockets of strength) institutions who found their budget was an immediate problem reported that they were surprised by this condition.

Table 46

Budget Issues by Institution Environment. N = 45

	Turnaround (Troubled)	Realigning (Pockets of Strength)
Scope of the Problem/Challenge. $N=45$; $\chi^2=1.212$; $p=0.700^*$; $\phi=0.16$		
Had to address immediately	62.5% $n=10$	48.3% $n=14$
Had some time to address	37.5% $n=6$	48.3% $n=14$
Not a problem	0.0% $n=0$	3.5% $n=1$
Your Findings? $N=42$; $\chi^2=2.510$; $p=0.113$; $\phi=0.24$		
Condition was as I expected	80.0% $n=12$	55.6% $n=15$
I was surprised at this Condition	20.0% $n=3$	44.4% $n=12$

Note: *Fisher's Exact Test was used for this analysis

Individuals most and least helpful to acclimation by gender. As a group the CEOs stated that the persons most helpful to them were their administrative/executive assistant or Chief of Staff, Provost, and faculty leaders. The most challenging stakeholders were faculty, followed by senior executives, regents/trustees, and legislators.

However, differences in five categories of stakeholders were found. As shown in Table 47, female CEOs found faculty leaders and provosts to be more helpful.

Table 47

Two Persons Most Helpful to Female CEOs During Acclimation; Mean Ranks

Activities	Male <i>n</i> =36	Female <i>n</i> =23	<i>p</i> -value Effect Size
Faculty leaders	<i>M</i> =3.61 <i>SD</i> =1.90	<i>M</i> =2.77 <i>SD</i> =1.31	<i>p</i> =0.060 <i>d</i> =0.50
Provost	<i>M</i> =3.76 <i>SD</i> =2.24	<i>M</i> =2.86 <i>SD</i> =1.61	<i>p</i> =0.091 <i>d</i> =0.45

On the other hand, in Table 48 female CEOs reported greater challenges in resolving institutional problems or acting on opportunities with faculty and students.

Table 48

Stakeholders Who Presented the Greatest Challenge to Female CEOs; Means Rankings

Stake Holder Group	Male <i>n</i> =32	Female <i>n</i> =17	<i>p</i> -value Effect Size
Faculty	<i>M</i> =2.81 <i>SD</i> =1.69	<i>M</i> =2.00 <i>SD</i> =1.41	<i>p</i> =0.082 <i>d</i> =0.51
Students	<i>M</i> =5.09 <i>SD</i> =0.89	<i>M</i> =4.71 <i>SD</i> =0.87	<i>p</i> =0.098 <i>d</i> =0.43

As shown in Table 49, male CEOs found Regents/Trustees to be more of a challenge than did female CEOs. However, male CEOs reported their spouse or significant other to be of greater help in acclimation than did females.

Table 49

Stakeholders that Represented the Greatest Challenge or Provided the Most Help to Male CEOs; Mean Ranks

Stake Holder Group	Male <i>n</i> =32	Female <i>n</i> =17	<i>p</i> -value Effect Size
Regents/Trustees	<i>M</i> =3.84 <i>SD</i> =1.80	<i>M</i> =5.18 <i>SD</i> =1.38	<i>p</i> =0.006 <i>d</i> =0.80
Spouse or significant other	<i>M</i> =4.61 <i>SD</i> =2.61	<i>M</i> =5.82 <i>SD</i> =1.65	<i>p</i> =0.040 <i>d</i> =0.53

General Research Area Four: Preparation for the Presidency

As reported in Chapter 4, CEOs were asked five questions about their preparation activities for the presidency in this general research category: life and career experiences, if they

had or were relying on a mentor, and in what ways mentors had helped them, if they had participated in and found presidential preparation or post-appointment workshops helpful, and if they would recommend them to others. The data show the greatest influences on CEOs were good role models, their own values, and a commitment to making a difference in the lives of others. Additionally, at the time of the survey nearly three-fourths were relying on mentors or had done so, and they highly recommended this practice to others. CEOs with mentors said they provided them with growth opportunities to prepare for the challenges of the presidency, and they continued to serve as valued tactical sounding boards for advice both for addressing problems and for capturing opportunities. While a significant number (88%, $n = 53$) participated in preparatory or post-appointment workshops, the CEOs nearly unanimously (97%, $n = 58$) recommended to aspirants and new presidents that they do so. Of greatest value in the workshop experience were the ability to find strategies to address problems specific to the studied category, and the opportunity to develop networks of CEOs that new presidents can rely on for advice.

General Research Area Five: Personal Observations About the Presidency

New presidents were asked eight questions concerning their personal observations about their new role. These included the personal rewards they gained from leading a higher education institution, common experiences, methods for coping with stress, whether they thought seriously about leaving in the near future, if so would they seek another presidency, would they change any of their acclimation activities (Appendix J), how long it took them to acclimate to their position, and their advice for CEO aspirants (Appendix K).

Personal satisfaction. As reported in Table 26, the CEOs in this study derived their greatest satisfaction in transforming the lives of others so as to achieve their dreams. As reported in Chapter 4, they enjoyed the opportunity to serve well in a time of challenge to academia.

They are convinced they can have a positive impact in leading their organizations to a brighter future. Of least importance to them were such personal considerations as transforming their own lives or being in charge.

CEOs feel the pressures of their position. Their top commonly reported experience was taking responsibility for the lives of others. Further, they are so immersed in their institutions' activities that they did not have enough time to address all of the challenges that confronted them, or sufficient time of their own to read or think. There are a substantial number of new, first-time presidents who were thinking about leaving the position. Nearly one in three first-time presidents reported they seriously considered leaving, and a quarter of those reported they would not seek another presidency. Unfortunately, those who thought of leaving were not asked to state why.

The last area of inquiry asked new, first-time CEOs to offer advice for new, first-time CEOs, and to those new CEOs who are "outsiders" to their institutions. Their most overwhelming advice was to listen before acting. Other advice included to be visible on campus and to not overcommit to off-campus activities that would take the CEOs away from learning institutional cultures. All responses are reported in Appendices J and K. Examples of the CEOs' advice included:

"Spend your first 100 days with ears open and mouth shut. Really."

"Be 'in the moment' at all times."

"Be visible. Get out of the office. Meet everyone you can."

"Delegate everything you can. Trust, but verify."

"Learn the culture of the institution before disrupting it."

"The Board of Trustees picked you for a reason. Don't conform to the university status quo."

“Pace yourself. The presidency is a marathon, not a sprint.”

Gender differences in personal observations. Overall there were few differences between male and female CEOs in personal satisfaction and acclimation challenges. Females were more likely than males to report they spend time with their families as a coping strategy.

Table 50

Female CEOs Cope With Stress by Spending Time with their Families. N=59;

$\chi^2=6.338$; $p=0.012$; $\phi=0.33$

	Male <i>n</i> =36	Female <i>n</i> =23
No	44.4% <i>n</i> =16	13.0% <i>n</i> =3
Yes	55.6% <i>n</i> =20	87.0% <i>n</i> =20

Female CEOs also reported a significantly higher rate of feeling they were under constant observation.

Table 51

Female CEOs Report Being Under Constant Observation More than Males.

N=59; $\chi^2=4.570$; $p=0.033$; $\phi=0.28$

	Male <i>n</i> =36	Female <i>n</i> =23
No	38.9% <i>n</i> =14	13.0% <i>n</i> =3
Yes	61.1% <i>n</i> =22	87.0% <i>n</i> =20

Finally, female CEOs placed much higher significance on continuing their institution's traditions, as shown in Table 52.

Table 52

Female CEOs Place Higher Importance on Continuing their Institution's Traditions. $N=59$; $\chi^2=3.568$; $p=0.059$; $\phi=0.25$

	Male $n=36$	Female $n=23$
Yes	44.4% $n=16$	69.6% $n=16$
No	55.6% $n=20$	30.4% $n=7$

Operational environmental influence on personal observations. Overall, the attitudes of CEOs in realigning (troubled) institutions and those of their counterparts at turnaround (pockets of strength) institutions were generally the same. However, there are several areas that show important differences.

Foremost, counter-intuitively, CEOs who lead turnaround (troubled) institutions reported enjoying the position more than CEOs at realigning institutions (those that required more nuanced strategies to produce change). As shown in Table 53, turnaround CEOs were more likely to enjoy coming to work every day.

Table 53

CEOs Report Enjoying Going to Work Every Day at Turnaround Institutions $N=46$; $\chi^2=15.785$; $p<0.001$; $\phi=0.59$

	Turnaround $n=17$	Realignment $n=29$
Yes	76.5% $n=13$	17.2% $n=5$
No	23.5% $n=4$	82.8% $n=24$

They also placed greater emphasis on exhibiting behaviors that made them role models to students (as shown in Table 54).

Table 54

CEOs at Turnaround Institutions Like Being a Role Model to Students $N=46$; $\chi^2=7.405$; $p=0.007$; $\phi=0.40$

	Turnaround $n=17$	Realignment $n=29$
Yes	64.7% $n=11$	24.1% $n=7$
No	35.3% $n=6$	75.9% $n=22$

However, turnaround institution CEOs also have more harried lives. These presidents were much more likely to say they had less time to read or think (as shown in Table 55).

Table 55

A Lack of Time to Read and Think by Institution Environment $N=46$; $\chi^2=4.945$; $p=0.026$; $\phi=0.33$

	Turnaround $n=17$	Realignment $n=29$
No	64.7% $n=11$	31.0% $n=9$
Yes	35.3% $n=6$	69.0% $n=20$

However, presidents at realigning institutions placed somewhat more value ($p = <0.10$ confidence level) on networking with other presidents.

Table 56

Gaining Camaraderie with Other Presidents by Institution Environment $N=46$; $\chi^2=3.490$; $p=0.062$; $\phi=0.28$

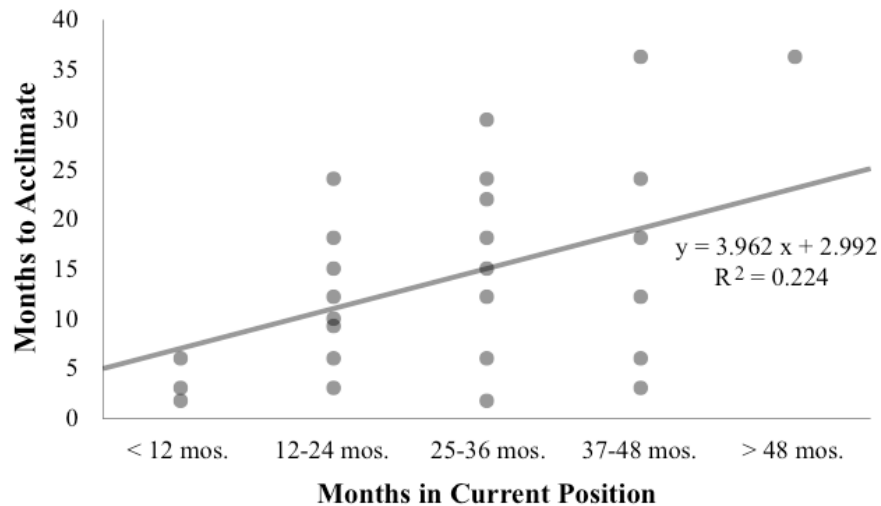
	Turnaround $n=17$	Realignment $n=29$
Yes	82.4% $n=14$	55.2% $n=16$
No	17.6% $n=3$	44.8% $n=13$

Time to acclimation. The speed of CEO acclimation is influenced by their ability to learn and work effectively within an institution's unique culture. Both business and higher education researchers state the soft skills held by a CEO to accomplish acclimation are more

important than operational competency (Bowen & Shapiro, 2002; Ciampa & Watkins, 1999; Sanaghan et al., 2008; Tichy, 2014). Yet business and higher education researchers vary considerably in the amount of time they report it will take to acclimate, from 90 days to more than four years. One major conclusion from the current study is that there is no simple answer to this question. This study found there are numerous factors that influence acclimation, including institutional operational status, top executives' effectiveness, and institutional culture and climate.

The 11 (18%) of “insider” CEOs in this study who were selected to lead their institutions reported slightly faster acclimation times with an average of 10 months. Their range was from two months to three years. For the remaining 55 “outsider” CEOs, the mode was 12 months, with a range that spanned two months to four years. The new CEOs in this study demonstrated that acclimation is an ongoing process. Their time consumed in acclimation is illustrated in Figure 4. It shows there is a positive, linear correlation between time in office and time to acclimate. The slope of this relationship is 3.962, which is both significant and meaningful. This chart demonstrates that for every additional year that CEOs ($n = 55$) are in office, the amount of time they reported it took them to acclimate increased by four months.

Figure 4
Time to Acclimate vs. Time in Current Position



Time to acclimation by institutional environmental standing. As shown in Table 57, CEOs at realigning institutions required more time to acclimate than did their counterparts at turnaround institutions.

Table 57
CEOs at Realigning Institutions Take Longer to Achieve Acclimation ; Mean Ranks;

	Turnaround <i>n</i> =15	Realignment <i>n</i> =27	<i>p</i> -value
Months to acclimation	<i>M</i> =10.80 <i>SD</i> =8.99	<i>M</i> =16.19 <i>SD</i> =7.81	<i>p</i> =0.062 <i>d</i> =0.65

Conclusions

No recent previous studies have been conducted about higher education CEO acclimation that can be used to compare the findings of the current study. Indeed, the only acclimation studies on CEOs in higher education were of community college presidents conducted nearly two decades ago by Emery (1984) and Murphree (1996). As a consequence, the following discussion will compare the current study's findings to executive acclimation research and recommendations both in the business and higher education literature.

Demographic Profile

CEOs in the current study do not conform to reported national trends in changes in presidential profiles. Differences included greater numbers of chief academic officers, women, and minorities ascending to the presidency. Other differences included trustees selecting fewer “outsiders to higher education,” and a larger number of CEOs from within higher education, but who are not from the institution they were selected to lead. In this study, 50 (82%) of the CEOs were higher education or private sector “outsiders” to their institutions. Only 11 were selected from within. Comparatively, the percentage of “higher education outsiders” from another institution to serve as the CEO is seven percent higher than the national average (Quinn, 2007).

Gender Differences

The findings in the current study both validate and are informed by similar studies in higher education and business literature. Tobias (2013) conducted a national study employing a Personal Attributes Questionnaire to assess differences in attitude by gender about the competencies and attitudes to be a successful higher education CEO. Tobias measured two attribute areas: agency (leadership skills) and communion (empathy for others). Her findings were that male and female CEOs ranked equally on leadership competencies while women reported greater empathy.

In this study female CEO responses aligned with those of male presidents on skills and experiences necessary for the position. This included actions taken to prepare for a CEO position, the pathway taken to the presidency, and their assessment of acclimation strategies. Their responses also were similar about those most and least helpful to their early acclimation experiences, the identification and prioritizing of operational issues, commonly held feelings for the presidency, and coping strategies.

The gender differences between men and women in this study centered on communion. Female presidents indicated a stronger sense of social connectivity to regents, faculty leaders, and provosts. Further, they placed greater importance on the personal value of visiting their new institution, reading its documents, and reinforcing its traditions. They expressed greater surprise when they found lagging institutional energy in faculty and administrators. They placed less importance on the condition of facilities.

Female CEOs were more likely to report challenges in three areas: engaging with students, with faculty, and expressing a greater sense that they were under constant observation. However, while this study did not explore the causes for these latter three observations, Daft (2008) summarizes previous research about women that offers a plausible explanation for feeling they are being constantly watched by others. That data show that female executives in the for-profit sector report they are held to different standards than males due to stereotypes or biases.

Surprises Found by New CEOs

Higher education researchers have noted that new CEOs are often confronted with unanticipated operational challenges after they assumed their new roles. Moore & Barrows (2001) reported that 80 percent of new higher education CEOs found at least one surprise when they took office. Cook (2012) later reported a large minority of new CEOs found unexpected or confusing surprises.

The current study confirms and expands on those findings as they apply to CEOs at regional, public comprehensive institutions. Of the 19 operational challenges that CEOs in this study were asked to assess, a larger percentage of CEOs reported they were surprised to find them. The percentages indicating surprise ranged from a high of $n = 23$ on the categories of *Personnel issues* (40%) and *Insufficient data to make decisions* (42%) to a low of $n = 7$ on the

categories on *Institutional silos* (13.5%) and *Unclear institutional vision* (13%). On the other hand, CEOs were not surprised to find *Budget issues* (n = 40, 70%) to be a challenge.

Developing Top Executives into a Team

CEOs in this study demonstrated the importance they placed on having a team of competent and loyal executives who support their objectives for change. Yet, the turnover in these teams is very high, with 198 executives leaving their positions at 56 institutions. About half of those executives were either transferred to other positions or were fired. The remainder either retired or resigned.

This challenge of assembling the right top TMTs is not unique to CEOs in this sector. In 1996 an acclimation survey of community college presidents by Murphree found top executive challenges to be the second most common surprise for new CEOs (n = 34, 49%). Murphree's findings indicated that inherited top executives and "untouchables," those who are securely entrenched in the organization, or who have unshakeable political connections to trustees or other influencers, made it difficult for new CEOs (29.5%) to succeed.

Higher education executives are not alone in this challenge area. Karaveli (2007), in a meta-analysis of 50 studies involving thousands of corporate leaders reported, and is supported by other research (Bryman, 2007; Canella, 2001; Hambrick et al., 2008; Larcher, Miles, and Tayan, 2014; Neumann, 1991; Polowzyck, 2010; Smerek, 2013), that for-profit sector top executives can resist change, be disloyal, or pursue their own personal agendas. This can put CEOs in jeopardy of failure and dismissal (Karaveli, 2007). This experience in the for-profit sector should serve as a cautionary warning to new CEOs in public higher education.

Limitations of the Study

As noted in Chapters 1 and 3, a common problem to surveying CEOs is that they are busy

people. This is reinforced by the responses of the CEOs in the current study. Estimates vary on the required sample sizes for a smaller population, such as in this study. Based on small sample size formulas to achieve a 95 percent confidence level, Bartlett et al., (2001) recommends 74 completed surveys with 20 responses for categorical data to conduct multivariate analysis. However, Baruch and Holton (2008), suggest that fewer samples are needed when conducting organizational research, as is the case in this study. They suggest a response rate of 52.7 percent to achieve reliability. This survey generated 61 completed surveys with a 59 percent response rate, which meets the requirements of Baruch and Holton (2008). Surveying presidents to achieve high response rates can be a challenging task. This project involved six communications with CEOs to gain their participation: two letters of support from AASCU, a mailed survey, an email reminder offering an online option, follow-up telephone calls, and a second email.

To verify the reliability for smaller sample sizes analysis, Fischer's Exact Test was used when conducting Pearson's chi-square tests, and Cohen's d was used when conducting t-tests. Working with a smaller sample size as is the case in this study is an unusual circumstance. However, Fischer's Exact Test and Cohen's d are useful analytical tools for a project like this to establish small sample reliability (Personal communication, Dr. Tracy Morris, statistics professor, University of Central Oklahoma, May 15, 2014).

However, some categorical areas did not have sufficient data to conduct all desired analyses. Because of these limitations, ANOVA could not be used as an analytical tool except for conducting a wave analysis. Due to the potential rich harvest of information elicited in this study, additional data analysis will continue.

Discussion

Higher education presidents, researchers, and consultants who write about the presidency

contend it is one of the best jobs in the world. Conversely, they also state it can be one of the most frustrating. This is due to numerous internal and external tensions: a declining commitment by decision-makers to fully support higher education by decreasing its funding; external stakeholders who emphasize higher education's role in work force development versus the view of internal stakeholders who believe the mission is to prepare students for satisfying personal and professional lives; and external pressures that equate a college degree to a commodity purchase whose value is measured by debt load at graduation, job placements, and earnings. Other external pressures exist to "operate more like a business;" and misconceptions that public higher education CEOs have unlimited power to quickly cause change, as is true in the for-profit center.

Business literature reports extremely high rates of CEO failure in that sector in ways that mirror but also diverge from public higher education. In the for-profit sector this is affected by resistance to change by followers and unfamiliarity by "outsiders" to an organization's operations and cultural values. Followers for new CEOs also include critical TMT members who may be biased, engage in "group think," or covertly oppose a CEOs' change agenda (Bryman, 2007; Canella, 2001; Hambrick et al., 2008; Karaveli, 2007; Larcher, Miles, and Tayan, 2014; Neumann, 1991; Polowzyck, 2010; Smerek, 2013).

As new, first-time higher education CEOs are caught between conflicting expectations between internal and external stakeholders, they have highly useful resources available to them. These are provided through higher education associations' workshops and seminars, mentors, and networks of presidents who serve as resources to successful acclimation. This builds upon higher education CEOs' preparatory experiences in higher education, skills development, and values. These qualities contributed to their selection by trustees.

Yet, new, first-time CEOs continue to require assistance that explores solutions to the challenges, surprises, and frustrations they report in this study. Following are the recommendations of this researcher to achieve this objective.

Recommendations for Improved Practice

Numerous recommendations for improving the processes of preparing CEOs and assisting them through acclimation were revealed as a result of this first comprehensive acclimation study of new, first-time presidents at regional, public comprehensive state institutions. These included how to: convince followers to embrace change; develop groups of top management executives into a team; adopt “relay succession” strategies that fit the culture of academia; and, finally, possibly how to adapt for-profit strategies used to analyze operational environments in order to tailor acclimation strategies.

Securing Agreement on the Necessity for Change

Obtaining agreement on the necessity for change was a challenge to CEOs in this study. Responses by CEOs to three operational condition issues indicated resistance to change is as much a challenge within their higher education institutions as business researchers report it to be in the for-profit sector. Twenty-nine presidents (47.5%) reported a challenge for them was *Creating a sense of urgency*. Further, half of those CEOs, while citing this as an immediate problem, said this was a surprise to them ($M = 1.38$, Scale of 3; *surprised at this condition*, $n = 15$). Twenty-eight CEOs (49%) reported *Lagging institutional energy* and half of them were surprised to find this ($M = 1.31$, Scale of 3; *surprised at this condition*, $n = 15$). Twenty-six CEOs (45%) cited a challenge they faced was a *Failure to confront problems* ($M = 1.31$, Scale of 3; *surprised at this condition*, $n = 16$). In combination, these findings suggest that the training of

CEOs needs to include considerable attention to developing competencies and confidence in leading change.

The premise of Kotter and Cohen's (2002) *The Heart of Change* is that to effectively achieve change, CEOs and TMTs must create a sense of urgency in their followers by inspiring a passion for change. They offer extensive case studies of how for-profit CEOs have achieved this. Higher education CEOs should become familiar with the numerous case studies showing how change was successfully implemented.

Developing Top Leadership into an Effective Team

CEOs' responses about the actions and processes to remove inherited Top Management Team (TMT) members demonstrated a willingness to go to great lengths by these CEOs to develop a team of executives who are both competent and loyal.

First, 56 CEOs (92%) reported removing a total of 198 senior executives, with a range between two and five executives. Only five did not replace senior executives; one removed 15. When CEOs were asked to select from among 23 operational challenges, their top and most immediate problem was *Personnel issues*. Only two presidents reported this was not a problem, which was the lowest response rate among the 23 choices.

Although higher education associations have made a substantial commitment to prepare and acclimate new CEOs through workshops, mentoring, and networks, there appears to be a need for training CEOs in how to develop a group of senior executives into a fully functioning team. Training in this area should include building CEO skills in selecting TMT members, developing their talent, and measuring their performance.

An additional benefit to this training to the trustees who select new presidents is that this training can groom talented executives to be candidates for the CEO's office.

Adopting CEO “Relay” Succession Strategies

Higher education associations, including AASCU, are to be commended for recognizing the need to develop CEOs by increasing pre- and post-workshops available to aspiring and new presidents. However, given the projected rate of turnover among CEOs nationally, and the fact that only 11 of the new CEOs in this study were selected from inside, higher education might benefit from encouraging “relay” succession, or internally identifying and grooming talented executives to be prepared to become the next CEO. This is an expected practice by boards of directors for Fortune 500 corporations.

Facilitating Improved Acclimation Practices by Analyzing and Adopting For-profit Operational Analytical Processes

As pointed out in Chapter 2, there is a considerable body of literature containing suggestions for acclimation practices. CEOs responses in this study show many of them are aware of and embrace those recommendations. However, their responses also indicated an awareness that there are differences in institutional environments that can impact the usefulness or applicability of these strategies.

Most notably, this study revealed differences in the challenges confronted by presidents at turnaround (troubled) and realigning (pockets of strength) institutions. CEO responses showed that the most prevalent category of institution, realigning, which are the second most stable, present the greater challenge. This is best indicated by CEOs at realigning institutions reporting they enjoy coming to work less than those CEOs who lead troubled institutions.

Business researchers (Ciampa & Watkins, 1999; Watkins, 2014) suggest that a structured analysis of their institution’s operational environment may cause CEOs in these two categories of institutions to tailor their strategies. However, as noted in Chapter 2, research in the for-profit

sector contributed no definitive solutions to the problems of decision-making, succession, planning, selecting a TMT, and acclimating to an organization. Even so, suggestions by Ciampa & Watkins (1999) and Watkins (2014) for tailoring acclimation activities after analyzing an organization may have potential merit in their application to higher education. Those higher education associations that prepare CEOs should explore the work of these researchers and possibly include it in the preparation of new CEOs. At the least, new CEOs may find that reading the work of these authors may prove helpful as they plan their acclimation activities.

Recommendations for Future Research

As Chapter 2 documented, there are extensive publications and books on acclimation practices in higher education, yet little formal research has been conducted in this area to determine what works best. Refining the processes to acclimation will continue to grow in importance due to the projected turnover in the presidency due to aging, the declining interest of CAOs in the position, and the greater frequency in which other higher education executives are being selected for the presidency. These factors point to three areas of future research: how to strengthen the acclimation experience, CEO expectations of their inherited top executives, and increasing the frequency and broadening the study of CEO acclimation to take advantage of “lessons learned.”

Strengthening the Acclimation Experience

Applicability of for-profit sector operational environment assessment. As discussed earlier, Watkins (2014) offers specific environmental assessment practices to inform acclimation and solution strategies. This study revealed special challenges for new CEOs who lead institutions in two of Watkins’ defined categories: turnaround and realigning. It would be useful to know if CEOs at other types of institutions are experiencing the same challenges. If this is a

shared experience, it may be particularly important to develop structured training for presidents in how to assess their operational environment in order to select the optimal strategies to match that environment.

Investigate CAO aversion to the presidency. ACE research data and surveys conducted by higher education media are finding fewer CAOs who are willing to ascend to the presidency. Eddy and Kelly (2015) report this is more pronounced among women CAOs, with only 25 percent considering applying for a CEO position, compared to 33 percent of males. However, little research has been conducted to determine the causes for this. The current study found that the study sector has a higher percentage of CAOs than the national average. However, it also revealed a downward trend of CAO succession. Further analysis could yield useful information that might be used to encourage CAOs to apply to be a CEO and might also suggest content for leadership development to be a CEO.

Investigate gender biases to successful acclimation. Many of the new, first-time presidents are female. For-profit research shows female executives view themselves as having had to adopt masculine tendencies in order to be advanced (Daft, 2008). It would be interesting to see if this holds true for female higher education CEOs. As noted above, the female CEOs in this study exhibited competencies and experiences comparable to males. In some areas they gave higher rankings to the importance of relationships with others (regents, faculty leaders, institutional traditions). However, they also report difficulties in engaging with students and faculty, and also expressed greater feelings of being under constant observation. Determining whether bias or stereotypes are the cause for this is worthy of exploration.

Investigate and recommend best practices in working with and developing top executives. This study revealed a high removal rate of inherited senior executives by new

CEOs, and, with 50-50 hindsight, an overwhelming confidence in their decisions. Given the challenges faced by, and the expectations placed on these CEOs, their need to replace so many inherited executives merits study. If training programs for CEOs could teach them to maximize the contributions of inherited executives, this could reduce disruption to the institution, and better prepare those individuals for CEO leadership positions. Interestingly, CEOs in this study placed particular value on the development opportunities that their role models and mentors provided to them. There appears to be a disconnection between this group of new CEOs' previous experiences as beneficiaries of mentoring and development efforts and what they are finding with senior executives at their new institutions.

External Stakeholder Expectations

Higher education researchers and former CEOs point to increasing tensions between trustees, who are appointees of governors, and the CEOs who run public institutions. This study indicated that CEOs can be frustrated in their relationships with the critical stakeholder group of trustees as presidents. Other research suggests this can result from unclear performance expectations set by trustees. Trustee frustration with CEOs may be manifesting itself as trustees increasingly look outside their institutions to find its new leaders. Described below are four areas of research that can investigate this relationship.

Investigate the trend away from hiring “insider” CEOs. As this study shows, 18 percent ($n = 11$) of new CEOs were selected from inside of their institutions. The national trend for the same category of public institution was reported at 31.4% in ACE's 2011 study. If this trend continues, it will warrant further research if trustees look outside their institution because they cannot find qualified candidates, or because those most qualified are not interested. This is important because Smith's (2007) study found that insiders stay in office for 2.9 additional years

because of their familiarity with institutional issues and culture. Such longevity by productive CEOs is a positive factor to institutional stability.

Strengthen communications between trustees and CEOs. As pointed out in Chapter 2, there are increasing tensions between higher education CEOs and those trustees who select them. In this study, CEOs ranked trustees as the third most challenging stakeholder group. Based on the critical relationship between CEOs and trustees, it would be useful to explore the expectations and frustrations of trustees about CEOs. This knowledge could strengthen the communication and relationship between presidents and trustees.

Investigate screening tools to aide in CEO selection. As Tobias (2013) and Saslow (2005) report, using screening tools to measure the leadership attitudes and aptitudes for prospective CEOs is routine in business and is increasing in use for selecting community colleges CEOs. An exploration of their validity and suitability of these approaches in higher education might prove worthy.

Seek common ground on criteria to measure success in public higher education. Success in business is measured by two criteria: profits and stakeholder reaction to those profits. Agreement on how to measure success in higher education is not only more complicated, but it is also the subject of an intense national debate. External elected decision-makers at the federal and state level are focusing on higher education as a commodity to be purchased. They want to measure the return on investment through retention and graduation rates, debt-load, employment rates, and earnings. While these are recognized as being important, higher education institution “insiders” place top value on learning outcomes that prepare graduates not only for a satisfying professional life, but for meaningful personal lives. Future research should seek to learn what outcomes would satisfy both constituent groups.

Presidential Acclimation Studies

Establish periodic acclimation studies. In part, the current study addresses a gap in the literature on the acclimation practices of public higher education presidents. Knowledge gaps still exist in the other major Carnegie Foundation sectors such as private, doctoral, specialized, religious, and tribal institutions. This study can serve as a starting point to those research endeavors. Comparative research will also help to identify the common and dissimilar successes and frustrations for CEOs in those sectors. Often the dialogue on the problems and challenges of higher education are presented from a broad, national perspective that is assumed to apply to all. Exploring the commonalities and differences between classifications can help CEOs and associations that serve those sectors to have greater insight into beneficial CEO acclimation strategies and tactics most suited to their distinct challenges. Further, public higher education is experiencing increasing tensions about its role in society. As that tension continues to increase, and until it is resolved, it will directly impact the expectations placed upon CEOs. Those expectations will influence the myriad of activities they may choose from as they acclimate. Monitoring those strategies that are most effective in a changing environment will require continuing research.

Concluding Statement

Public, regional comprehensive institutions are fortunate to have highly trained, insightful, committed Chief Executive Officers who are on a mission to provide better learning experiences for students, improve their regions, serve as stewards for the faculty, staff, and administrators with whom they serve, and advance the greater good of society. They serve in a time of tension as external stakeholders and influencers debate the future role of public higher education. These new, first-time CEOs through this study have shared their “lessons learned” in

acclimation. I hope the new information gained through this study will prove enlightening to all stakeholders to public higher education and that they will work to enable these and future CEOs to succeed.

References

- Adler, B.M., Baets, W., Konig, R. (2011). A complexity perspective on collective decision making in organizations: The ecology of group-performance. *Information Management*, 48,(4), 157-165. Retrieved from <http://www.sciencedirect.com.vortex3.uco.edu:2050/science/article/pii/S0378720611000334>
- Allison, M., Kaye, J. (2005). *Strategic planning for nonprofit organization: A practical guide and workbook*. San Francisco: John Wiley & Sons, Inc.
- American Association of State Colleges & Universities (2011). Top 10 higher education public policy issues for 2011. Retrieved from <http://aascu.org/SearchResult.aspx?searchtext=top+ten+higher+education+issues&folderid=0&searchfor=all&orderby=id&orderdirection=ascending>
- American Association of State College & Universities. (2012). Political perceptions and policy priorities project: Understanding and responding to public higher education perceptions and policy priorities among state political leaders. AASCU archives.
- American Association of State College & Universities. (2012b). Political perceptions and policy priorities: Thought leadership convening. Agenda, Task Force on Higher Education Government Relations Conference. AASCU archives.
- American Association of State Colleges & Universities. (2013). Top 10 higher education public policy issues for 2013. Retrieved from <http://aascu.org/SearchResult.aspx?searchtext=top+ten+higher+education+issues&folderid=0&searchfor=all&orderby=id&orderdirection=ascending>
- American Association of State Colleges & Universities. (2013b). 2013 State of the state addresses and higher education. Retrieved from <http://aascu.org/SearchResult.aspx?searchtext=Top+10+higher+education+public+policy+issues+for+2013&folderid=0&searchfor=all&orderby=id&orderdirection=ascending>
- American Council on Education. (2012). *The American college president 2012*. Washington, DC: ACE.
- American Council on Education. (2012). *ACE's Joys of the Presidency*. Retrieved from https://www.youtube.com/watch?v=XvY0Y0zq_Ag&feature=youtu.be
- American Council on Education. (2013). ACE brief calls for strategic leadership on campus retirement transitions. Retrieved from <http://www.acenet.edu/news-room/Pages/ACE-Brief-Strategic-Leadership-Campus-Retirement-Transitions.aspx>
- American Council of Education Executive Leadership Group. (2014). Preparing the senior leaders for the challenges of tomorrow. *The Presidency*, 17(2), 37.

- Archibald, R. B., & Feldman, D. H. (2011). *Why does college cost so much?* New York, NY: Oxford University Press.
- Ary, D., Cheser-Jacobs, L., Sorensen, C. K., & Walker, D. A. (2014). *Introduction to research in education*. Belmont, CA: Wadsworth, Cengage Learning. doi: 10.1177/0018726708094863
- Artman, B., & Franz, M. (2009). Presidential transition teams: fostering a collaborative transition process. *Trusteeship*, 4(17). Retrieved from <http://agb.org/trusteeship/2009/julyaugust/presidential-transition-teams-fostering-collaborative-transition-process>
- American Council on Education. (2012a). *The American college president 2012*. Washington, DC: ACE.
- American Council on Education (Producer). (2012b). *ACE's joys of the presidency*. [Online video]. Available from https://www.youtube.com/watch?v=XvY0Y0zq_Ag&feature=youtu.be
- Association of Governing Boards. (2006). *The leadership imperative: The report of the AGB task force on the state of the presidency in American higher education*. Washington, DC: Association of Governing Boards of Universities and Colleges.
- Association of Governing Boards. (2012). Presidential succession planning. Retrieved from <http://agb.org/knowledge-center/briefs/presidential-succession-planning>
- Bartlett, J. E. III, Kotrlik, J. W., Higgins, C. C. (2001). Organizational research: Determining sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50. doi: 10.1.1.486.8295
- Baruch, Y., & Holtom, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations*, 61(8), 1139-1160. doi: 10.1177/0018726708094863
- Bataille, G. M., Asfaw, A., & Jackson, B. A. (2013). *Presidents: Caught in the middle*. Washington, DC: American Council on Education.
- Bensimon, E. M. (1990). The new president and understanding the campus as a culture. *New Directions for Institutional Research*, 68, 75-86. doi: 10.1002/ir.37019906808
- Bensimon, E. M. (1993). New Presidents' Initial Actions: Transactional and Transformational Leadership. *Journal for Higher Education Management*, 8(2), 5-17. doi:10.1007/s10734-008-9117-5
- Bensimon, E. M., Gade, M. L., & Kauffman, J. F. (1989). *On assuming a college or university presidency: Lessons and advice from the field*. Washington, DC: American Association for Higher Education.

- Birnbaum, R., & Umbach, P. D. (2001). Scholar, steward, spanner, stranger: The four career paths of college presidents. *The Review of Higher Education*, 24(3), 203-217. doi: 10.1353/rhe.2001.0001
- Bolmeijer, M. (2007). CEO transitions: Planning your first 100 days. *Leader to Leader*, Winter, 50-55. doi: 10.1002/ltl.220
- Bornstein, R. (2003). *Legitimacy in the academic presidency: From entrance to exit*. Westport, CT: American Council on Education.
- Bornstein, R. (2010). Succession planning: The time has come. *Trusteeship*, 5(18). Retrieved from <http://agb.org/trusteeship/2010/septemberoctober/succession-planning-time-has-come>
- Bowen, G. W., & Shaprio, H. T. (1998). *Universities and their leadership*. Princeton, NJ: Princeton University Press.
- Bryan, B.E., Matthews, G.J. (2008). Bridging the leadership gap: 6 megatrends impacting our next generation of presidents. *Trusteeship*, 16. Retrieved from <http://agb.org/trusteeship/2008/mayjune/bridging-leadership-gap-6-megatrends-impacting-our-next-generation-preside-0>
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32(6), 693-710. doi: 10.1080/03075070701685114
- Canella Jr. A.A., Park, J.H, Lee, H.U. (2008). Top management team functional background diversity and team performance: Examining the roles of team member colocation and environmental uncertainty. *Academy of Management Journal*, 51(4), 768-784. doi: 10.5465/AMR.2008.33665310
- Carnegie Classification of Institutions of Higher Education. (2015). <http://carnegieclassifications.iu.edu>
- Chema, T.V. (2012). The road less traveled: Reaching the presidency from outside academe. *Special issue: The Presidency*.
- Ciampa, D., & Watkins, M. (1999). *Right from the start: Taking charge in a new leadership role*. Boston, MA: Harvard Business School Press.
- Cook, B. J. (2012). The American college president: key findings and takeaways. [Special issue]. *The Presidency*, 3-5. Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/The-American-College-President-Study.aspx>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.

- Dalton, D. R., & Kesner, I. F. (1985). Organization performance as an antecedent of inside/outside chief executive succession: An empirical assessment. *The Academy of Management Journal*, 28(4), 749-762. doi: <http://www.jstor.org/stable/256235>
- Dierickx, C., & Veneziano, J. (2008). Three keys to CEO succession: Expectations, choices, and integration. *People and Strategy Journal*, 31(2), 36-43.
- DeZure, D., Shaw, A., & Rojewski, J. (2014). Cultivating the next generation of academic leaders: Implications for administrators and faculty. *Change Magazine*, 46(1), 6-12. Retrieved from <http://0-dx.doi.org.library.uark.edu/10.1080/00091383.2013.842102>
- Dowdall, J. (2012). Search consultants and the Presidency. American Council on Education. [Special issue]. *The Presidency*, 15-16. Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/Search-Consultants-and-the-Presidency.aspx>
- Edmundson, L. D., & Jensen, G.E. (2003). The ten guiding principles of presidential transition. *The Presidency*, 6, 38-40.
- Eddy, P. L., Ward, K. (2015). Lean in or opt out: Career pathways of academic women. *Change, The Magazine of Higher Education*, 47(2), 6-12. Retrieved from http://www.changemag.org/Archives/Back%20Issues/2015/March-April%202015/lean_full.html
- Emery, R. A. (1984). *Executive succession of the community college president: Acclimation to the new job*. (Doctoral dissertation). Retrieved from ProQuest (UMI No. 8426145).
- Ewell, P. T. (2006). *Making the Grade*. New York, NY: Association of Governing Boards.
- Ewell, P., Paulson, K., & Kinzie, J. (2011). Down and in: Assessment practices at the program level. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from <http://www.learningoutcomeassessment.org/DownAndIn.htm>
- Fischer, J.L., & Koch, J.V. (2004). *The entrepreneurial college president*. Washington, DC: American Council on Education.
- Frisch, B. (2011). Who really makes decisions in your company? *Harvard Business Review*, 89(12), 104-108. Retrieved from <https://hbr.org/2011/12/who-really-makes-the-big-decisions-in-your-company>
- Gabarro, J.J. (1985). When a new manager takes charge. *Harvard Business Review*, May-June, 110-123. Retrieved from <http://id.lib.harvard.edu/aleph/000132706/catalog>
- Gabarro, J.J. (1987). *The dynamics of taking charge*. Boston: Harvard Business School Press.

- Gildersleeve, R.E., Kuntz, A.M., Pasque, P.A., Carducci, R. (2010). The role of critical inquiry in (re)constructing the public agenda for higher education: Confronting the conservative modernization of the academy. *The Review of Higher Education*, 34. Retrieved from <http://muse.jhu.edu/journals/rhe/summary/v034/34.1.gildersleeve.html>
- Gilmore, T. N. (1988). *Making a leadership change: How organizations and leaders can handle leadership transitions successfully*. San Francisco, CA: Jossey-Bass Publishers.
- Hambrick, D. (2001). Executive job demands: New insights for explaining strategic decisions and leader behaviors. *Academy of Management Review*, 30(3), 471-492. doi: 10.2307/20159139
- Hambrick, D. C., Werder, A., Zajac, E. C. (2008). New directions in corporate governance research. *Organization Science*, 19(3), 381-385. Retrieved from <http://pubsonline.informs.org/doi/abs/10.1287/orsc.1080.0361>
- Harvard University (2015). Seminar for New Presidents. Retrieved from <http://www.gse.harvard.edu/ppe/program/harvard-seminar-new-presidents>
- Hurley, D. J. & Harnisch, T. L. (2013). Political perceptions and public policy priorities project. Retrieved from <http://aascu.org/policy/P5/>
- Holt, M. J. (2014). Solving the governance conundrum. *The Presidency*, 17(2), 10-17. Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/Solving-the-Governance-Conundrum.aspx>
- In the Public Interest. (2013). Bush's education nonprofit and corporate interests. Retrieved from <http://www.inthepublicinterest.org/blog/bushs-education-nonprofit-and-corporate-profits>
- Jaschik, S. (2014). 2014 Survey of Chief Academic Officers. *Inside Higher Education*. Retrieved from <http://www.insidehighered.com/audio/2014/02/05/2014-survey-college-and-university-chief-academic-officers>
- Karaveli, A. (2007). Performance consequences of new CEO 'outsiderness': Moderating effects of pre- and post-succession contexts. *Strategic Management Journal*, 28, 681-706. doi: 10.1002/smj.589
- Kavall, V. R., Voyten, L. J. 2006). Executive decision-making: Effective processes for making and implementing decisions. *Healthcare Executive*, November, 21(6), 16-22. Retrieved from <http://web.b.ebscohost.com/vortex3.uco.edu:2050/ehost/pdfviewer/pdfviewer?sid=9481053d-c911-402f-a7c9-7e2aa37d6c27%40sessionmgr112&vid=1&hid=107>
- Kelly, J. N. (1980). Management transitions for newly appointed CEOs. *Sloan Management Review*, 22(1), 37-45.

- Kezar, A. (2009). Change in higher education: Not enough, or too much? *Change: The Magazine of Higher Learning*, 41(6), 18-23. Retrieved from <http://www.changemag.org/Archives/Back%20Issues/November-December%202009/full-change-higher-ed.html>
- Kinders, M. A. & Jobe, J. (2014). *Oklahoma state investment in higher education: A look at the last 50 years*. Unpublished manuscript, Department of Public Affairs, University of Central Oklahoma.
- Kotter, J. P. & Cohen, D. (2002). *The heart of change*. Boston: Harvard Business School Press.
- Kouzes, J. M., Posner, B. Z. (2003). *Academic administrator's guide to exemplary leadership*. San Francisco CA: John Wiley & Sons, Inc.
- Larcker, D. F., Miles, S. A., Tayan, B. (2014). Seven myths of CEO succession. *Stanford Closer Look Series, March 19*, 1-5. Retrieved from <http://www.gsb.stanford.edu/faculty-research/publications/seven-myths-ceo-succession>
- Levin, J. S. (1988). Presidential influence, leadership succession, and multiple interpretations of organizational change. *The Review of Higher Education*, 2(1), 405-425. doi: 10.1353/rhe.1998.0011
- Lick, D. W. (2002). Leadership and change. In Diamond, R. M. (Ed.), *Field guide to academic leadership* (pp. 27-48). San Francisco, CA: Jossey-Bass.
- Lovallo, D., & Sibony, O. (2010). The case for behavioral strategy. Retrieved from http://www.mckinsey.com/insights/strategy/the_case_for_behavioral_strategy
- Lumina Foundation (2010). A stronger nation through higher education: How and why Americans must achieve a "big goal" for college attainment. Retrieved from http://www.luminafoundation.org/states_landing/a_stronger_nation_through_education/.
- MacTaggart, T. M. (2012). How presidential evaluations must change. *Trusteeship*, 1(20). Retrieved from <http://agb.org/trusteeship/2012/1/how-presidential-evaluations-must-change>
- McPherson, K. A. (2002). Political presidents at four-year institutions of higher education in Oklahoma: A study of leadership. University of Oklahoma. (Doctoral dissertation). Retrieved from <https://shareok.org/handle/11244/529?show=full>.
- Mettler, S. (2014). *Degrees of inequality: How the politics of higher education sabotaged the American dream*. New York, NY: Basic Books.
- Michaelson, M. (2013). *Presidents: Caught in the Middle*. Washington, DC: American Council on Education.

- Moar, M. (2000). A comparative perspective on executive development: Trends in 11 European countries. *Public Administration*, 78, 135-152. doi: 10.1111/1467-9299.00196
- Moore, J. W., & Burrows, J. M. (2001). *Presidential success and transition: Beginning, ending, and beginning again*. New York, NY: American Association of State Colleges & Universities.
- Morrill, R. L. (2010). *Assessing presidential effectiveness: A guide for college & university boards*. Washington, DC: AGB Press and the Association of Governing Boards of Universities and Colleges.
- Murphree, J. L. (1996). *The acclimation process of CEOs in two year colleges: Lessons learned*. (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 9700359).
- Nag, R., Hambrick, D. C., Chen, M. J. (2007). What is strategic management, really? Inductive derivation of a consensus definition of the field. *Strategic Management Journal*, 28, 935-955. doi: 10.1992/smj.615
- Naranjo-Gil, D., Hartmann, F., Maas, V. S. (2007). Top management team heterogeneity, strategic change and operational performance. *British Journal of Management*, 19, 222-234. doi: 10.1111/j.1467-8551.2007.00545.x
- Neff, T. J., Citrin, J. M. (2005). *You're in charge: Now what?* New York: Three Rivers Press.
- Neumann, A. (1991). The thinking team: Toward a cognitive model of administrative teamwork in higher education. *The Journal of Higher Education*, 62(5), 485-513. doi: 10.2307/1982205
- Ocasio, W. (1994). Political dynamics and the circulation of power: CEO succession in U.S. industrial corporations, 1960-1990. *Administrative Science Quarterly*, 39,(2), 285-312. doi: 10.2307/2393237
- Ollie, R., Van Iterson, A., Simsek, Z. (2012). When do CEOs versus top management teams matter in explaining strategic decision-making processes? *International Studies of Management and Organization*, 42,(4), 86-105. doi: 10.2753/IMO0020-8825420404
- Osland, J. S., Kolb, D. A., Rubin, I.M., Turner, M. E. (2007). *Organizational behavior: An experimental approach*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Perrakis, A., Galloway, F. J., Hayes, K. K., & Robinson-Galdo, K. (2011). Presidential acclimation in higher education: an empirical study of two- and four-year institutions. *Journal of Higher Education Policy and Management*, 33, 57-66. doi: 10.1080/1360080X.2011.537012

- Polowczyk, J. (2012). Strategic management at the beginning of the XXI century: the impact of crisis turbulences. *Poznan University of Economics Review*, 12(3), 81-98. Retrieved from <http://www.puereview.ue.poznan.pl/pdf/9-42.pdf>
- Porter, A. (2013). New study finds there will be 55 million job openings by 2020: Study project a shortfall of 5 million workers with postsecondary education and training. Retrieved from https://cew.georgetown.edu/wp-content/uploads/3.17.15_RecoveryProjections2020.pdf
- Postsecondary Education Opportunity (2014). State fiscal support for higher education FY1961-FY2012: The race to zero. *Public Policy Analysis of Opportunity for Postsecondary Education*, No. 236. Retrieved from www.postsecondary.org
- Q&A: Minding the gap. (2014). *The Presidency*, 17(2), 34-35. Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/QA-Minding-the-Gap.aspx>
- Quinn, P. S. (2007). *Searching, hiring, and searching again: Stakeholder perceptions in higher education presidential transition*. (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 3259539).
- Ramaley, J. A. (2002). Moving mountains: Institutional culture and transformational change. In Diamond, R.M. (Ed.), *Field guide to academic leadership* (pp. 59-74). San Francisco, CA: Jossey-Bass.
- Reeves, T. Z. (2010). Mentoring programs in succession training. *State and Local Government Review*, 42(1), 61-66. Retrieved from <http://www.jstor.org/stable/41057533>
- Sadler-Smith, E., Shefy, E. (2004). The intuitive executive: Understanding and applying 'gut feel' in decision-making. *Academy of Management Executive*, 18(4), 76-93. Retrieved from <http://www.psih.md-com.eu/attachments/article/121/The%20Intuitive%20Executive.pdf>
- Sanaghan, P. H., Goldstein, L., & Gaval, K. D. (2008). *Presidential transitions*. New York: Rowman & Littlefield Education.
- Scott, E.W. (2011). *The preparation and challenges of a new college or university president*. (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 3459281).
- Shen, W. & Canella, Jr. A. A. (2003). Will succession planning increase shareholder wealth? Evidence from investor reactions to relay CEO successions. *Strategic Management Journal*, 24(2), 191-198. doi: 10.1002/smj.280
- Silverstone, Y., Lawson, N., & Mindrum, C. (2007). Learning's place during CEO transitions. *Chief Learning Officer*, September, 24-30. Retrieved from http://www.clomedia.com/articles/learning_s_place_during_ceo_transitions

- Singell Jr., L. D., & Tang, H. S. (2013). Pomp and circumstance: University presidents and the role of human capital in determining who leads research institutions. *Economics of Education Review*, (32), 219-233. doi: 10.1016/j.econedurev.2012.10.005
- Smerek, R. E. (2013). Sensemaking and new college presidents: A conceptual study of transition process. *The Review of Higher Education*, 36(3), 371-403. doi: 10.1353/rhe.2013.0028
- Smith, J. R. (2007). *Leadership and longevity: A study of presidential succession in higher education*. (Doctoral dissertation). Retrieved from ProQuest. (UMI No. 3259540).
- Teagarden, D. P., Teagarden, L. F., Sheetz, S. D. (2007). Cognitive factions in a top management team: Surfacing and analyzing cognitive diversity using causal maps. *Springer Science and Business Media*, 18, 537-566. doi:10.1007/s10726-007-9099-1
- Thelin, J. R. (2011). *A history of American higher education* (2nd ed.). Baltimore, MD: The Johns Hopkins University Press.
- Tichy, N. M. (2014). *Succession: Mastering the make or break process of leadership transition*. New York, NY: The Penguin Group.
- Tobias, N. R. (2013). *College presidents: The relationships among gender, attributes, skills and institutions served*. (Doctoral dissertation). Retrieved from: https://getd.libs.uga.edu/pdfs/tobias_nicole_r_201312_phd.pdf
- Trombley, S. L. (2007). The care and feeding of presidents. *Change: the Magazine of Higher Learning*, 39, 14-17. Retrieved from <http://www.changemag.org/Archives/Back%20Issues/July-August%202007/full-care-and-feeding.html>
- Trow, M. E. (1998). On the accountability of higher education in the United States. In Bowen, W. G., & Shapiro, H. T., (Eds.), *Universities and their Leadership*, (pp. 15-64). Princeton, NJ: Princeton University Press.
- Tushman, M. L., & Rosenkopf, L. (1996). Executive succession, strategic reorientation and performance growth: A longitudinal study in the U.S. cement industry. *Management Science*, 42(7), 939-953. Retrieved from <http://www.jstor.org/stable/2634360>
- Useem, M. (2011). Decisive leadership: Use a checklist of 15 time-tested principles. *Leadership Excellence*, July, 5-6. Retrieved from <http://cfo.davidparmenter.com/files/2011/02/Winning-Leadership-Look-for-a-model-in-Jack-Welch-July-2011-Leadership-Excellence.pdf>
- Watkins, M. D. (2013). *The first 90 days: Proven strategies for getting up to speed faster and smarter*. Boston, MA: Harvard Business School Publishing.

- Weick, K. W., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409-421. doi: 10.1287/orsc.1050.0133
- Wiser, E. A. (2009). *The new university president: Communicating a vision, cultural competency, and symbolic cultural forms*. (Doctoral Dissertation). Retrieved from https://etd.ohiolink.edu/ap/10?0::NO:10:P10_ETD_SUBID:69859
- Woodfield, S., Kennie, T. (2008). 'Teamwork' or 'working as a team'? The theory and practice of top team working in UK higher education. *Higher Education Quarterly*, 62(4), 397-415. doi: 10.1111/j.1468-2273.2008.00399.x
- Yudoff, M. (2010). Making difficult decisions in difficult times. *American Council on Education*. Retrieved from <http://www.acenet.edu/the-presidency/columns-and-features/Pages/Making-Difficult-Decisions-in-Difficult-Times.aspx>
- Zhang, Y., & Rajagopalan, N. (2004). When the known devil is better than the known god: An empirical study of the antecedents and consequences of relay CEO successions. *The Academy of Management Journal*, 47, 483-500. Retrieved from <http://www.jstor.org/stable/20159598>

Appendix A



Office of Research Compliance
Institutional Review Board

October 21, 2014

MEMORANDUM

TO: Mark Kinders
James Hammons

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 14-10-167

Protocol Title: *The Acclimation Processes for New, First-Time Presidents at Public, Master's-Level Comprehensive Institutions: Lessons Learned*

Review Type: ☒ EXEMPT ☐ EXPEDITED ☐ FULL IRB

Approved Project Period: Start Date: 10/21/2014 Expiration Date: 10/20/2015

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscp/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 240 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior* to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

Appendix B

Survey of New, First-time CEOs at Public, Comprehensive Institutions

Initial impressions of the Presidency

1. How long have you been in your current position?

- ☐ 1-5 months
- ☐ 6-11 months
- ☐ 12-18 months
- ☐ 19-24 months
- ☐ 25-30 months
- ☐ 31-36 months
- ☐ 37-48 months
- ☐ 49 months or more

2. Is this your first presidency/chancellorship as a higher education CEO?

- ☐ Yes
- ☐ No

If your answer to question 2 is "No", please stop the survey and return it to me in the provided envelope.

3. Immediately before accepting this position were you employed at a(n):

- ☐ Associate degree-granting institution
- ☐ Specialized school (e.g., seminary, technology-related, special focus)
- ☐ Research university
- ☐ Public Bachelor's or Master's college or university
- ☐ Private Bachelor's or Master's college or university
- ☐ Business
- ☐ Elected/appointed official
- ☐ Other (please specify)

Survey of New, First-time CEOs at Public, Comprehensive Institutions

4. If you came to your institution from within higher education, which of these best describes your most recent position?

- ☐ Provost
- ☐ VP/Dean of Academic Affairs
- ☐ VP/Dean of Student Affairs
- ☐ VP/Dean of Administration
- ☐ VP/Dean of Advancement
- ☐ VP/Dean of University Relations
- ☐ Department Chair
- ☐ Director
- ☐ Faculty
- ☐ Other (please specify)

5. How many years were you in your previous position?

- ☐ 1-3 years
- ☐ 4-7 years
- ☐ 8-10 years
- ☐ More than 10 years

6. Have you ever worked previously at your new institution?

- ☐ Yes
- ☐ No

Survey of New, First-time CEOs at Public, Comprehensive Institutions

7. Please indicate all of the activities you engaged in upon accepting your position AND their helpfulness to you.

	Very helpful	Somewhat helpful	Uncertain	Somewhat unhelpful	Not helpful	Did not do
Made several visits to the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read annual reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read institutional accreditation report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read policy and procedure manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsed the institution's web site/social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read faculty handbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read minutes of Regents/Trustees meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with Board chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with other Board members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulted with predecessor CEO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established an institutional advisory team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mapped out a plan of action to aid my transition into the position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with key administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with key faculty leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with student leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with Community leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with local legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a private list of major changes to be considered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed the Mission, Vision, Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed the strategic plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other activities you engaged in:

Survey of New, First-time CEOs at Public, Comprehensive Institutions

8. As the new CEO, what have been your top 3 major contributions so far?

1st

2nd

3rd

9. As the new CEO, what have been your top 3 frustrations so far?

1st

2nd

3rd

Page 4

Survey of New, First-time CEOs at Public, Comprehensive Institutions

Operational Challenges

10. A leading researcher in business suggests that there are common institutional environments in which a new CEO may find himself or herself. OVERALL which one of these might best describe your institution when you took over in your new role?

- ☐ 1. A **turnaround** institution that was in deep trouble that required rapid, decisive, sometimes difficult action. There was widespread institutional acceptance that change was necessary.
- ☐ 2. An **accelerated-growth** organization that had hit its stride and must be scaled up in budget, staffing, and procedures to seize new opportunities. It was widely accepted that there was potential for institutional growth.
- ☐ 3. An institution in need of **realignment**. It had been successful and still had many pockets of strength. But it had to confront problems, which may have required some or all of these actions: a change in attitude, a refocusing of the institution, or a careful restructuring of the top management team.
- ☐ 4. An organization that is **sustaining success**. It is a vital organization and you must take it to the next level. You have inherited a strong team, and everyone is committed to its continued success.

Other (please specify)

Survey of New, First-time CEOs at Public, Comprehensive Institutions

11. CEO acclimation literature indicates new CEOs are sometimes surprised about number of problems and challenges they encounter. Please: 1.) rate the scope of the problems/challenges that apply to your circumstance; AND, 2.) indicate whether it surprised you.

	SCOPE OF THE PROBLEM/CHALLENGE			YOUR FINDINGS?	
	Had to address immediately	Had some time to address	Not a problem	Condition was as I expected	I was surprised at this condition
Budget issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accreditation issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundraising issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Litigation issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus conflict issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trustees/Regents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of agreement on institutional mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unclear institutional vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lagging institutional energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel not working to potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor work ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional silos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inefficient work routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient data to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ineffective delegation of responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Failure to confront problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ineffective organizational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ineffective performance appraisal process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ineffective communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacking a sense of urgency for necessary changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey of New, First-time CEOs at Public, Comprehensive Institutions

Other (please specify)

12. Of the following individuals, please rank the Top 3 persons who were most helpful to you during your first months in acclimating to your new role, with 1 as the most helpful.

<input type="text"/>	Faculty leaders	<input type="text"/>	N/A
<input type="text"/>	Higher Education System Office Staff	<input type="text"/>	N/A
<input type="text"/>	Provost	<input type="text"/>	N/A
<input type="text"/>	Search Committee members	<input type="text"/>	N/A
<input type="text"/>	Spouse or significant other	<input type="text"/>	N/A
<input type="text"/>	Student leaders	<input type="text"/>	N/A
<input type="text"/>	Vice President/Dean of Academics	<input type="text"/>	N/A
<input type="text"/>	Vice President/Dean of Administration/Business	<input type="text"/>	N/A
<input type="text"/>	Vice President/Dean of Advancement	<input type="text"/>	N/A
<input type="text"/>	Vice President/Dean of Student Services	<input type="text"/>	N/A
<input type="text"/>	Vice President/Director of University Relations	<input type="text"/>	N/A
<input type="text"/>	Your administrative/executive assistant/chief of staff	<input type="text"/>	N/A

Survey of New, First-time CEOs at Public, Comprehensive Institutions

13. Campus CEOs have reported challenges in working with critical stakeholders.

Please select the stakeholder groups that represented the greatest challenge in resolving institutional problems or acting on opportunities.

<input type="checkbox"/>	Higher Education System Office Staff
<input type="checkbox"/>	Regents/Trustees
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Legislators
<input type="checkbox"/>	Senior executives
<input type="checkbox"/>	Students
<input type="checkbox"/>	Alumni

14. As you assessed the executive abilities of your inherited direct-report senior staff, please check ALL of the processes that you employed to determine if they should be a part of your top management team.

- ☐ Reviewed predecessor's files
- ☐ Reviewed personnel files
- ☐ Conducted formal performance appraisal
- ☐ Personal observations
- ☐ Information from colleagues outside of the institution
- ☐ Formal meetings with staff
- ☐ Retreats
- ☐ Other (please specify)

15. Have you replaced any direct-report senior staff since becoming CEO?

- ☐ Yes
- ☐ No

16. If "yes," how many have you replaced?

Survey of New, First-time CEOs at Public, Comprehensive Institutions

17. If you have replaced one or more critical personnel, which of the following best describes the process you used?

	Individual 1	Individual 2	Individual 3	Individual 4
Encouraged resignation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moved to a position better suited to abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fired outright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

18. Based on what you have learned, would you handle the replacement of these personnel differently?

☐ Yes

☐ No

If "yes," why would you have acted differently, and what would you have done?

Page 9

Survey of New, First-time CEOs at Public, Comprehensive Institutions

Preparing for the Presidency

19. Please name the life and career experiences that have helped you prepare for the presidency. Please check all that apply.

- ☐ Values instilled by my parents
- ☐ Observing strong professional role models
- ☐ Previous professional positions
- ☐ Academic degrees
- ☐ Formal training for the position
- ☐ Belief that I can make a difference
- ☐ Other (please specify)

20. New and prospective CEOs are increasingly relying on mentors to guide them in their careers. Did you have a mentor?

- ☐ Yes
- ☐ No

21. If you had (or currently have) a mentor, please indicate ALL of the ways in which that individual assisted you:

- ☐ Provided me with increasing, relevant responsibilities to expand my knowledge base
- ☐ Suggested readings and books that were relevant to a president's responsibilities
- ☐ Recommended presidential academies and workshops
- ☐ Allocated resources for me to attend presidential academies and workshops
- ☐ Critiqued my resume and coached me on interviewing during my CEO pursuit
- ☐ Advised me on whether to accept the position
- ☐ Advised me on contract negotiations
- ☐ Is readily available for conversations when I need an experienced point of view
- ☐ Other (please specify)

Survey of New, First-time CEOs at Public, Comprehensive Institutions

22. Have you participated in any higher education workshops or programs for aspiring or recently appointed CEOs? If so, please identify the program and describe how it specifically helped you.

23. Would you recommend to others that they participate in a program designed to prepare first-time presidents?

☐ Yes

☐ No

24. A new president at a public, comprehensive institution often comes from outside the institution. What advice would you give to a new "outsider" CEOs as they assume their new roles?

Survey of New, First-time CEOs at Public, Comprehensive Institutions**Personal observations on your Presidency**

25. Presidents and chancellors say that being a campus CEO is one of the greatest jobs in the world. Please select ALL of the outcomes that describe what you like about your new role:

- ☐ Continuing my institution's traditions
- ☐ Serving well in a time of challenge for higher education
- ☐ Making a difference in areas that are important to me
- ☐ Transforming the lives of others
- ☐ Being challenged by the variety, breadth and depth of the position
- ☐ Having an impact
- ☐ Enjoying going to work every day
- ☐ Making the world a better place
- ☐ Inspiring others from differing backgrounds
- ☐ Improving the quality of life in our service area
- ☐ Transforming my life
- ☐ Helping students to achieve their dreams
- ☐ Being a role model to students
- ☐ Building my institution so it can effectively serve the next generation
- ☐ Being in charge
- ☐ Gaining camaraderie with other presidents
- ☐ Achieving success
- ☐ Building diversity on my campus
- ☐ Other (please specify)

Survey of New, First-time CEOs at Public, Comprehensive Institutions

26. Listed below are commonly felt experiences of new campus presidents. Please select any of those that you have experienced.

- ☐ A sense of loneliness or isolation
- ☐ A sense of being driven
- ☐ A sense of responsibility to other employees
- ☐ A lack of time to read and think
- ☐ A sense of being under constant observation
- ☐ Concern about how others are evaluating you
- ☐ A sense of not being able to accomplish all that you wish as quickly as you would like
- ☐ A sense of urgency to make changes
- ☐ Other (please specify)

27. What coping strategies do you employ to deal with the stress associated with your new role? Check all that apply.

- ☐ Physical exercise
- ☐ Talk with peers, friends, or family
- ☐ Relaxation techniques
- ☐ Leisure activities
- ☐ Spending time alone
- ☐ Take a vacation
- ☐ Spend time with my family
- ☐ Other (please specify)

28. Since ascending to your presidency/chancellorship have you seriously thought about leaving your position in the near future?

- ☐ Yes
- ☐ No

Survey of New, First-time CEOs at Public, Comprehensive Institutions

29. If 'yes,' would you apply for another presidency?

☐ Yes

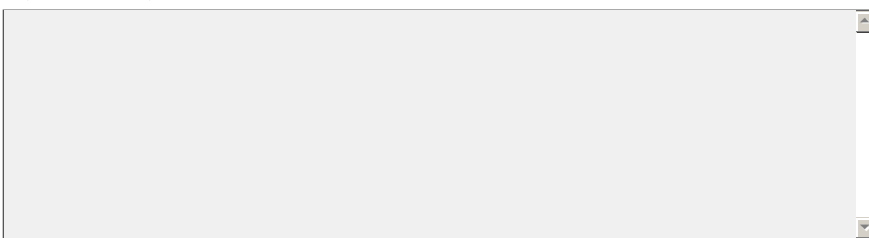
☐ No

30. Have you taken any actions or omitted any actions during your acclimation process that, with the benefit of hindsight, you would do differently?

☐ Yes

☐ No

If "yes," please specify:



31. Survey findings about the presidency vary on how long it takes CEOs to acclimate/transition into their new roles. Achieving acclimation generally means the CEO feels comfortable in his or her understanding of the campus culture, governance processes, operational practices, regional partners, and state policy climate to effectively lead the organization forward. If you believe you have achieved this, please indicate In MONTHS how long this took.



32. What advice would you like to offer to new, first-time presidents to assist them as they enter into their new role?



Appendix C

Dear Colleague:

December 16, 2014

As a new, first-time president/chancellor in public higher education you have assumed the most important leadership position at your institution. You have done so in a time of extraordinary challenge as you must address operational issues, chose a top executive team to assist you, navigate your organization's culture, and anticipate and respond to the expectations of trustees, faculty, and elected decision-makers.

Advice abounds on the steps you should take for a successful transition. However, little research has been conducted on what works best, in the opinion of new presidents like yourself. My enclosed survey asks you to share your attitudes and activities that are "lessons learned" to help guide prospective presidents, other new presidents, and the trustees who are critical partners to your success.

Your participation in this research is voluntary. Your anonymity is guaranteed as all returned survey responses will be aggregated for analysis. Returning this survey to me is your consent for your responses to be merged with those of other respondents. You will see a coding symbol on this survey, but that is solely for my tracking purposes to follow up later with respondents to encourage their participation.

Any data that is gathered will be used solely for my dissertation research project for a doctorate in higher education administration as authorized by the University of Arkansas. You may contact the Institutional Research Board at the University of Arkansas; my adviser, Dr. Jim Hammons there; or me for any questions or concerns you may have about this project. However, I hope to be able to share the new knowledge gained through this survey in conference presentations and journal articles.

I also will share the data conclusions with AASCU to assist it in refining its curriculum of its several workshops for prospective and new presidents. You previously received a letter dated December 12, 2014, from AASCU President Dr. Muriel Howard to encourage your participation in my survey.

I appreciate your participation in this research project. This survey will take approximately 20 minutes. Please return the survey to me within two weeks in the enclosed, stamped envelope.

Thank you for your consideration.

Sincerely,
Mark Kinders

Appendix D



December 12, 2014

Dear Colleague:

As a new president or chancellor at an AASCU institution, you have taken on one of the most challenging and rewarding positions in higher education.

In this era of accelerating turnover in presidential ranks and the challenges new presidents face on so many fronts, it's important to assess how AASCU and others can assist you in a successful transition.

There are many workshops, seminars, and innumerable publications that offer you advice on the best practices of adapting to your key leadership role at your new institution. However, there is little scholarly research on which of these practices is of the greatest value.

In the coming weeks, you will receive a survey that seeks to learn about your attitudes and activities as you are transitioning into your new leadership role. This survey is being conducted by Mr. Mark Kinders, vice president for public affairs at one of our member institutions, the University of Central Oklahoma. He is undertaking this research in completion of his doctoral program in higher education administration at the University of Arkansas.

I encourage you to complete and return the survey to Mark. The "lessons learned" that you share will be beneficial to your colleagues, prospective presidents, and to trustees who select new presidents. The results will also inform AASCU's leadership development programs for aspiring and new presidents and chancellors.

Thank you for your support and participation.

Sincerely,

Muriel A. Howard, Ph.D.
President

Appendix E



January 16, 2015

Dear Colleague:

Several weeks ago I wrote to you in anticipation of your receipt of a survey that seeks to learn about the attitudes and activities of new AASCU presidents as you transition into your new role.

This survey is being conducted by Mr. Mark Kinders, our AASCU colleague from the University of Central Oklahoma. He is undertaking this research in completion of his doctoral program in higher education administration at the University of Arkansas.

I encourage you to complete this survey and return it to him in the stamped, return envelope that was provided with the mailing.

The "lessons learned" that you can share will be beneficial to your colleagues, those contemplating a presidency, and to trustees who select new presidents. It will also help inform AASCU's leadership development programs to ensure that they are finely tuned for those aspiring to a presidency or for our new presidents.

A survey with this focus has never been conducted; thus your contributions regarding "lessons learned" will provide new knowledge about your challenges and successes in transition.

If you have not received the survey, please contact Mr. Kinders at mkinders@email.uark.edu or mkinders@uco.edu and he will provide you with a copy.

Thank you for your support and participation.

With warmest regards,

Muriel A. Howard, Ph.D.
President

Enclosure

Appendix F

8. As the new CEO, what have been your top 3 major contributions so far?

<p>1. Minimize tuition increases to keep college affordable.</p> <p>Revision of mission statement; clarified baccalaureate goals; rebranding.</p> <p>Stronger community engagement.</p> <p>Physical plan renewal.</p> <p>Facilities.</p> <p>Built two new buildings.</p> <p>Changing campus climate.</p> <p>University consolidation.</p> <p>Establishing an enrollment plan.</p> <p>New strategic plan.</p> <p>Filling key administrative vacancies.</p> <p>Internal reorganization</p> <p>Improved consultation processes.</p> <p>New strategic plan.</p> <p>New vision and strategic plan.</p> <p>Successful reaffirmation to accreditation.</p> <p>Raising the profile of the college.</p> <p>Fundraising.</p> <p>Successful establishment of a new urban campus</p>	<p>2. Expanded need-based aid.</p> <p>Achievement of Carnegie Engaged status.</p> <p>Greater openness and collaboration.</p> <p>Establishment of student affairs.</p> <p>New leadership team.</p> <p>Facilitated creating a strategic vision.</p> <p>Fundraising.</p> <p>Health system and academic health center creation.</p> <p>Building partnerships</p> <p>Overcoming historic natural disaster that hit campus.</p> <p>Stabilizing the university budget.</p> <p>Fundraising.</p> <p>Priority-driven budgeting.</p> <p>Expansion of online education.</p> <p>Improved communications to minority communities.</p> <p>Strong brand/marketing/student recruitment.</p> <p>Providing stability.</p> <p>Leadership recruitment.</p> <p>Fundraising and attitude about campus, improving</p>	<p>3. Expanded diversity programs.</p> <p>Renewed relationship between campus, community, and donors (leading to largest single gift). Winning campus recognition for shared governance (system wide).</p> <p>Strong academic planning process.</p> <p>Campus morale improvement.</p> <p>Increase in faculty.</p> <p>Dramatically increased constituent engagement, including fundraising.</p> <p>Building projects.</p> <p>Shared administrative services.</p> <p>Starting a comprehensive campaign.</p> <p>Solving fiscal issues.</p> <p>Creating a plan for student enrollment management, to include progression, retention.</p> <p>Financial management.</p> <p>Stronger links to the community.</p> <p>Expansion of international education.</p> <p>Made faculty/staff salary increases a priority.</p> <p>Developing a vision.</p> <p>Generating enthusiasm.</p> <p>Vision.</p> <p>New vision, vision, values, and strategic plan.</p>
--	---	---

<p>college offering associate degrees and workforce training through business and industry partnerships.</p> <p>Developed a clear goal and strategic action framework.</p> <p>Renewed focus on/acceleration of student success.</p> <p>Greatly improved fundraising.</p> <p>Hiring provost and new VP of student affairs and enrollment management.</p> <p>Resolving a major issue with Athletics.</p> <p>Developing a new brand for the university.</p> <p>Fundraising.</p> <p>Greatly improved fundraising.</p> <p>Identified key areas of needed change in enrollment management.</p> <p>Establishing a strategic direction.</p> <p>Introduce strategic planning process.</p> <p>Addressed a \$3.2 million budget deficit.</p> <p>Building relations internally and externally.</p> <p>Focus on student success: raising retention.</p> <p>Restoring some trust in senior leadership.</p> <p>Success in completing capital projects for new campus facilities.</p>	<p>public relations.</p> <p>Opened communication lines on/off campus, transforming cultural expectations.</p> <p>Education technology initiative: DISCOVERe.</p> <p>Negotiated a consolidation.</p> <p>Conducting strategic planning process to focus college.</p> <p>Stabilizing enrollment.</p> <p>Greater visibility and transparency from the President's Office.</p> <p>New buildings and renovations.</p> <p>Negotiated a consolidation.</p> <p>Made information about the university budget available.</p> <p>Restoring morale.</p> <p>Being visible.</p> <p>Initiated an expensive strategic planning process.</p> <p>Developing a sense of transparency on plans and finance.</p> <p>Updated strategic and academic master plans and physical plan.</p> <p>Made some major personnel changes and reorganized some divisions.</p> <p>Strengthened alumni relations.</p>	<p>Reorganized senior structure and changed key personnel.</p> <p>Focus on fair compensation for faculty and staff.</p> <p>Increased institutional visibility.</p> <p>Improving Title IX compliance.</p> <p>Launching and managing a major building campaign.</p> <p>Energized community/governmental relations.</p> <p>Community relationships.</p> <p>Increased institutional visibility.</p> <p>Worked with the campus to redefine who we are and what we are doing.</p> <p>Restoring community trust.</p> <p>Get new executive team (cabinet) in place.</p> <p>Have raised \$500,000 for a new major.</p> <p>Develop community partnerships on joint facilities.</p> <p>Advance and marketing together: raising funding and raising profiles.</p> <p>Initiated planning process that serves as basis for budget decisions and realignment of units.</p> <p>Hire outstanding people (faculty and staff).</p>
---	---	---

<p>Reorganization. Increased fund raising. New strategic plan. Balanced budget. \$5 million was raised for new building. Commitment to excellence and forward planning. Stabilization of the budget. Stabilizing budget. Hiring Leadership Team. Increased alumni and other giving. Town/Gown Relations - Creation of a gateway between the University and the town and no expense to the University through the use of P3.</p> <p>Development of a new Vision, Mission, Strategic Plan 2014-2020, and Core Values.</p> <p>Launched New Online College.</p> <p>Establishment of governance transparency. Enacting fiscal discipline in key units. Established new expectations for external communications. Getting a new building approved.</p>	<p>Increase in Enrollment. Increased retention. Raised over \$20 million in endowed funds. New provost. First PhD program approved. Hiring new senior leadership team. New programs with community colleges. Increasing enrollment. Strategic plan. Greater campus involvement in decision-making. Successfully integrating an existing medical school into the University at little cost. Development and implementation of a culture of high performance, evidence-based leadership initiative under the name, "Engage West!" with mandatory Leadership Development. Institute retreats everyday 90 days. Provided leadership for combining four campuses under new administrative unit. Initiation of strategic planning process. Implementing activities and improve graduation rate. Redirected response to SACs review team concerns. New athletic director.</p>	<p>Improved Facilities. Increased graduation rate. Complete certificate of compliance for SACS-CO. Improved labor relations. Established department/faculty promotion standards. Engaging students more fully in life of campus. Student engagement. Re-energizing campus and bringing in new programs. Master Plan. Strengthened connections and relationship with the surrounding community. Growing both the Foundation and research activity while also tightening our belt to decrease dependence on State aid. Leading the institution into its first ever comprehensive capital campaign (record fundraising the first year of presidency). Implemented focused effort on enrollment growth and balanced budgets. Culture of change (start) for fund raising. Lessening the divide between faculty and staff. Established short-term property acquisition goals. Strategic plan developed.</p>
---	---	---

<p>Helped university identify market niche.</p> <p>Success of largest most comprehensive campaign and legislative relationships.</p> <p>Identifying top three issues.</p> <p>Combined the business processes and online offerings of three divisions back to main campus.</p> <p>Handling three major crises.</p> <p>New strategic plan.</p> <p>Brought stability to the President's position and re-established trust with the constituent groups.</p> <p>New Pipeline Initiative.</p>	<p>Led development of strategic plan.</p> <p>New strategic and master plans and city county investment into university.</p> <p>Establishing school value proposition.</p> <p>Prioritize academic innovation (shorter terms, adaptive learning, open Ed resources, analytics, etc.).</p> <p>Regaining full accreditation.</p> <p>Stronger focus on accountability and standards.</p> <p>Started two searches for permanent vice-presidents, hired a state relations person of color addressing diversity, and hired two other interim vice-presidents.</p> <p>New Degree Offerings.</p>	<p>Brought enrollment management expertise to campus.</p> <p>Culture change including adaptive leadership philosophy and new senior leadership team.</p> <p>Unifying campus, BOT, and Foundation on direction.</p> <p>Develop new business model.</p> <p>Increasing expectations of institutional performance.</p> <p>Engaged students in their institution.</p> <p>Re-affirmed commitment to shared governance and opened communication with office and have been very visible on campus, in the community and with alumni and donors.</p> <p>Restored moral and confidence in faculty and staff.</p>
---	--	--

Appendix G

9. As the new CEO, what have been your top 3 frustrations so far?

<p>1.</p> <p>Too many programs; fragmented curriculum.</p> <p>State budget, particularly lack of capital budget.</p> <p>System relations.</p> <p>Departmental "stove- pipes/silos".</p> <p>Enrollment.</p> <p>Change is too slow and too difficult.</p> <p>Slow pace of change.</p> <p>Lack of understanding of change management by board.</p> <p>Silos at the university -- minimal collaboration.</p> <p>Lack of data use on campus.</p> <p>Working with certain media outlets.</p> <p>Declining enrollment.</p> <p>State-imposed enrollment caps.</p> <p>Resistance to change (faculty, staff, and administration).</p> <p>State budget constraints/cuts.</p> <p>Slow pace to change due to lack of knowledge at campus.</p> <p>Curricular improvement.</p> <p>Lack of resources.</p> <p>Budget deficit and lack of state funding.</p> <p>Declining enrollments.</p>	<p>2.</p> <p>Weak state contracts, leading to morale issues and numerous salary review requests.</p> <p>Enrollment management (pace of growth).</p> <p>Lack of planning.</p> <p>Labor issues.</p> <p>Collaboration with sister institutions is challenging.</p> <p>Diversity issues.</p> <p>Lack of resources.</p> <p>Inefficiencies.</p> <p>Handicapped by being part of system.</p> <p>Working with a few university stakeholders.</p> <p>State level financial support.</p> <p>Skeletal workforce.</p> <p>Senior leaders who need to retire-but won't.</p> <p>Faculty mistrust of senior administration.</p> <p>Almost complete process re-engineering.</p> <p>Enrollment.</p> <p>Faculty low morale.</p> <p>Union mentality among faculty.</p> <p>Small areas of active</p>	<p>3.</p> <p>Inspiring new approaches in some critical areas (recruitment, advancement, general education).</p> <p>Time management.</p> <p>Poor accountability/transparency.</p> <p>Culture.</p> <p>Developing an effective leadership style.</p> <p>Legislative process: anti- education.</p> <p>Difficult local community.</p> <p>Antiquated systems.</p> <p>Lack of bench depth (talent).</p> <p>Limited funding for higher education from the state.</p> <p>Under-prepared students.</p> <p>State of Illinois-budget and pension issues.</p> <p>Finding ways to control athletics costs and expectations.</p> <p>Fiscal instability due to state and federal government.</p> <p>Finances.</p> <p>Enrollment management activity.</p> <p>Previous low expectations for quality of employees and their work.</p> <p>State fiscal challenges.</p>
--	---	--

<p>Policies/procedures are overly bureaucratic.</p> <p>State regulations.</p> <p>Behavioral culture in athletics.</p> <p>Working with a system office that is remote.</p> <p>Constrained funding.</p> <p>Tensions between local faculty and system office.</p> <p>State regulations.</p> <p>Weak budget.</p> <p>Communication infrastructure.</p> <p>Ineffective/unresponsive system board (and chair).</p> <p>Faculty union leadership that have been difficult to work with.</p> <p>Understanding different state bureaucracy.</p> <p>Lack of speed of change: we're enrollment driven and need revenues.</p> <p>Inadequate recognition and communication about the effect of the university on students.</p> <p>Downturn in state funding due to decline in oil prices.</p> <p>Alumni resisting change.</p> <p>Local culture.</p> <p>Support from Legislature (lack).</p> <p>Lack of and quality of data.</p> <p>Lack of interest, by some</p>	<p>resistance to change.</p> <p>Large scale salary inequities among staff.</p> <p>Low faculty and staff salaries.</p> <p>Advancement division.</p> <p>Need for more funding.</p> <p>Entrenched negative culture in some quarters.</p> <p>Adjusting to local political norms.</p> <p>Low faculty/staff salaries.</p> <p>Lack of institutional change.</p> <p>IT capacity.</p> <p>Lack of knowledge/experience with OTHER universities.</p> <p>Financial challenges due to legislative action; contracts and settlements settled at the state level.</p> <p>Large state budget cuts.</p> <p>Working with system is mixed bag. Sometime system administration is unresponsive.</p> <p>Poor fundraising results.</p> <p>Addressing student culture.</p> <p>Campus culture.</p> <p>Resources devoted to Title IX --unfunded mandates.</p> <p>Lack of performance management.</p> <p>Town does not understand</p>	<p>Enormous deferred maintenance.</p> <p>Delay in new facilities.</p> <p>Very murky budget and financing plant operations.</p> <p>Recruiting and keeping good faculty and administrators.</p> <p>Weak leadership in some areas.</p> <p>Delay in new facilities.</p> <p>Lack of written procedures.</p> <p>Governor, legislature, and populace uncommitted to higher education.</p> <p>Provincialism of some faculty and staff.</p> <p>State restrictions on building projects.</p> <p>Difficult personnel matters are everywhere you go.</p> <p>Poor/inappropriate inherited academic senate policies.</p> <p>Campus engagement.</p> <p>Reporting: multiple state agencies: athletic, auxiliary, enrollment, etc.</p> <p>Silos.</p> <p>Talent pool is weak due to</p>
---	---	---

<p>faculty, to get better.</p> <p>Instability in new system: 3 system presidents in three years. Litigious nature of the academy.</p> <p>Personnel matters.</p> <p>Funding Formula.</p> <p>Rate of change has been impressive, but quicker would be better.</p> <p>Default culture of mistrust though this has been greatly diminished.</p> <p>Lack of previous collaboration and trust within the 'system'.</p> <p>Lack of political will for higher education in state Enrollment management and enrollment stabilization.</p> <p>Leadership team doesn't pull together.</p> <p>Athletics.</p> <p>Changes at the System level.</p> <p>Challenges associated with limited financial resources. Inability or unwillingness to identify a problem (why change). Resistance to change from</p>	<p>their role in helping--ugly town.</p> <p>Challenge to create trust with faculty leaders.</p> <p>Lack of accurate data.</p> <p>Reducing budget and eliminating academic programs.</p> <p>Safety/funding.</p> <p>Building the necessary infrastructure to accommodate the growth is challenging.</p> <p>Underdeveloped processes for institutional effectiveness and assessment.</p> <p>Lack of 'systems' structure and advocacy for institutions in 'system' other than flagship.</p> <p>Research I campus.</p> <p>Lack of ownership by business community.</p> <p>Access to accurate institutional data.</p> <p>Lack of professionalism and expertise in Advancement.</p> <p>Working with university-wide architect's office.</p> <p>Financial challenges.</p> <p>Lack of accountability and appreciation for why it is important.</p> <p>State bureaucratic regs.</p>	<p>low wages--much of which is because of the egalitarian unions.</p> <p>Budget and enrollment.</p> <p>Lack of entrepreneurial spirit among faculty.</p> <p>Limited resources across the board.</p> <p>Master plan.</p> <p>Silo divisional culture though this has been greatly diminished.</p> <p>Near bullying behavior of key leaders.</p> <p>Negative inertia from previous administration.</p> <p>Slow pace to fill some key vacancies.</p> <p>Little ownership of divisions at all levels below VPs: need to empower deans, directors, and chairs.</p> <p>Low performing staff members who are difficult to remove because of union contracts.</p> <p>Slow pace.</p>
--	---	--

<p>small but vocal group of faculty.</p> <p>Not being allowed by governance structure to meet needs of region.</p> <p>Faculty union.</p> <p>Decline in state support.</p> <p>Insufficient Funding.</p>	<p>Unwillingness of faculty to dream big enough.</p> <p>Budget challenges (much related to faculty union).</p> <p>Implementing a new IT infrastructure.</p> <p>Inadequate Facilities.</p>	<p>Town/gown relationships.</p> <p>Getting replacements for Board members and figuring out Board motivations.</p> <p>Bureaucratic Red Tapes.</p>
--	---	--

Appendix H

23. If you had (or currently have) a mentor, please indicate ALL of the ways in which that individual assisted you:

Text Response--

My mentor was instrumental in getting the search committee to invite my application and in getting me to apply for the position.

1. Reviewing the CV and addressing gaps. 2. Modeling leadership and discussing choices.

Shared experiences, advice, problem-solving and a listener.

Bouncing ideas and issues off my ideas. Assisted in creating courses/programs off of my ideas.

Improve efficiencies, look at issues critically, apply Business Performance model to education.

Sounding board, encouragement.

Sounding board.

Sounding board for problems.

Challenged my thinking on major topics. Had a high standard for my performance. Made important introductions to key people. Made opportunities for growth available.

Role model. Sound advice.

Direct advice. Role modeling.

Advice.

Discussed major higher education issues and challenges.

I had more than one mentor. More of a personal nature. Coaching, problem-solving, suggesting courses of action.

Ongoing advice and counsel.

No. However, I do have an informal network of people I can call upon for help with the most challenging tasks.

Talking through strategic, structural, personnel, budget, marketing, board, political, etc., issues.

Sounding board for challenging or especially complex issues.

Borrowing ideas.

Sounding board on big decisions.

Provided me with leadership responsibilities that tied in with presidential qualifications, for instance, fundraising. Expanded my role as spokesperson for the university, on campus and in the community.

Advice, strategy, tactics.

Borrowing ideas.

Sounding board. Advice on athletics. Help in planning terminations.

Advice. Serve as a reference. Nominations. Work/shadow at his institution to fill in experience gaps (athletics, fundraising, etc.)

I had several mentors.

Candid feedback. Given opportunities professionally.

Career path. Professional opportunities (which to choose). AASCU assigned mentor was superb: crafting a message, communication strategy, public safety, etc.

Discussed possibilities, encouraged taking new assignments and risks, discussed decision-making and thought processes. Made connections with others either through direct introductions or appointments/assignments to committees or organizations on and

off campus.

Frequent feedback and advice.

Advise, sounding board, information and encouragement.

Vary. Depending on situational needs. Which career options to pursue, managing and motivating personnel, communication strategies.

Kind of have a mentor. My boss is pretty good when I need help. Very supportive.

Sounding board; instill belief that aspiration was possible.

Sounding board. Allows me to "just say it" without judgments.

All aspects of being a President- Former President.

Throughout the presidential search process.

Providing and communicating the "Vision!" Strategic Planning and Process; Creating an engaged environment.

Informal mentoring from past president - provided leadership development opportunities, encouraged growth, helped seek opportunities, served as reference.

Confidence expressed. Shared CEO perspective. Wrote reference letters. Let me participate in his institution on area not at mine (e.g. athletics, advancement).

Sounding board and reviewer for application and interview. Arranging learning experiences external to the organization (AASCU and ELA).

Led by example. Available for consultation.

Early in my career, when I was a dean, various individuals gave me advice about career tracks and helped me gain the experience I needed.

Helped brainstorm solutions; kept me from procrastinating.

Encouragement, advice, counsel, and modeling behavior.

Appendix I

24. Have you participated in any higher education workshops or programs for aspiring or recently appointed CEOs? If so, please identify the program and describe how it specifically helped you.

Text Response--

I participated in AASCU's Becoming a Provost program, but ended up taking a President position instead. The BAP program was a very useful introduction to higher education administration. After the appointment I attended AASCU and ACE workshops for new presidents.

AASCU New Presidents Academy helped me connect with others to similar institutions as we address public policy, resources, and agendas in the context of common environments. AALI Executive Leadership Academy. AASCU New Presidents Academy. Both provided strong practical advice, theory and case studies.

Harvard New Presidents: did not help me much. AASCU New Presidents: enormously helpful, practical, and relevant.

AASCU New Presidents workshop is specific and helped with issues I was dealing with, as well as a mentor.

AASCU New Presidents Academy and annual workshops. Learned common issues and strategies.

No.

Harvard Course for New Presidents Harvard Seminar for New Presidents.

Harvard program for experienced presidents.

AASCU New Presidents Academy. Good confirmation of the expectations of role items.

AASCU New Presidents Academy. It was a transformative experience in every way. It reinforced the things that I knew and believed to be key about executive leadership, and provided excellent mentoring.

Not applicable.

AASCU New Presidents Academy. Not helpful. Not relevant to current issues.

ACE Advancing to the Presidency Workshop. Good preparation for interviews. AASCU New Presidents Academy. Good overview of issues.

AASCU New Presidents Academy. Short, focused, identified key issues/skills with a list of action steps upon completion.

ACE Fellows. Harvard IEN. NASPA Stevens Inst. ACE INP. AASCU New Presidents Academy.

AASCU NCAA.

AASCU New Presidents Academy. Comprehensive look at the role. Harvard IEM.

Transformational. Helped shape thinking about how to address challenges.

ACE Networking.

Harvard New Presidents program.

AASCU. ACPA. ACE. All built confidence.

AASCU New Presidents: Great faculty, real learning, networking and mentoring. ACE IHP: not helpful except for networking.

AASCU presidential leadership program. Especially helpful for giving me advice on the preparation of an initial plan covering my first year as president.

Yes. MNSCU Executive Leadership program, Harvard IEM program, AASCU New Presidents Academy.

ACPA. Built confidence ACE. Built confidence AASCU. All built confidence.
 New Chancellors work shop.
 AASCU New Presidents' Academy--good cohort group, great advice about presidential communications, cultivating a base.
 ACE new provost program. Harvard IEM. Harvard NPS ILA. AASCU NPS.
 AASCU New Presidents Academy. ACE National Forum for Aspiring Presidents. Harvard IEM.
 ELA Program (AASCU & CIC Partnership). Ann Hasselmo, was a tremendous resource who gave wonderful advice. AASCU New Presidents Academic. Network of colleagues. AASCU. Valuable peer interactions. They offered a 2nd or 3rd year. Brief "refresher" that was great!
 AASCU New President's Academy. Discussed strategic steps to take, considered possible challenges and how they provided opportunity to get to meet and know other presidents.
 ACE workshops.
 AASCU - very helpful.
 Yes, from both AASCU and ACE.
 AASCU New Presidents Seminar.
 Harvard IEM - pre-presidency. ACE New Presidents.
 AASCU New Presidents Academy. It was OK.
 ACE institution for new presidents. ACE advancing to the presidency.
 AASCU new presidents conference, great overview of responsibilities, issues, and practices.
 ACE National Women's Leadership Forum. Offered practical advice on vital topics and helped expand my network and connections.
 n/a
 The Harvard Seminar for New Presidents. Very helpful...I now have a network of new presidents in which to converse, bounce ideas and ask for advice.
 AASCU Millennium Leadership Initiative, AASCU New President's Academy. Helped with content information regarding various areas of responsibility, provided mentor opportunities, created networking opportunities with other new presidents/chancellors.
 Harvard NPS/IEM. Broad view of presidential responsibilities/challenges. AASCU New Presidents. Specific challenges of public institutions. Recommend them highly.
 AASCU New Presidents Academy. Outstanding program for the first year with a one-year follow-up review.
 AASCU New Presidents Academy. Left with a plan, gained a network of other presidents, received mentoring that is ongoing.
 AASCU Executive Leadership Academy. Excellent. Enabled me to gain experience in specific areas. AASCU New Presidents Academy. Lots of good, practical advice.
 AASCU New Presidents Academy--good overview of what to expect and things NOT to do.
 New Presidents academy. Allowed me to benchmark, network, and hear of different approaches.
 No.
 AASCU New Presidents Academy
 No

Appendix J

26. New presidents/chancellors at a public, comprehensive institution often comes from outside their institutions. What advice would you give to new “outsider” CEOs as they assume their new roles?

Text Response--

1. Spend you first 100 days with ears open and mouth shut. Really. 2. Be visible. Get out of the office and meet everyone you can, stay for each event. 3. Delegate everything you possibly can. Trust, but verify. Keep a clean desk.

Learn the culture of the institution before disrupting it.

Limit off-campus travel to only the absolute essential events during the first 6 months. Walk the campus and learn as many names as possible. Do not commit to any "vision" until a full year has passed.

Listen and learn the culture. Draw on other presidents and colleagues for support and ideas.

Listen to, but do not rely on, "insider" perspectives. Take your time evaluating institution.

N/A

Listen. Beware of hidden political traps.

Hit the ground listening.

Listen and observe and talk to all constituencies to understand culture, process and values.

Pick your top team: this is crucial.

Take the time to invest in learning the culture of the new institution. An honest investment in this way will go a long way with people on the campus.

Not applicable.

Study institution's record under previous TWO presidents. Strengthen ties with community leaders and alumni.

Take time to listen and learn.

Conduct a listening tour with all constituencies on and off campus. Find multiple ways to communication about your priorities and decisions.

Despite the urge to engage off-campus constituencies, spending the entire first semester (expect resistance) getting to know the campus staff and faculty. If you don't do it then, you will never have time later.

Use transition time wisely. The more time before arrival, the better. LISTEN! Take time to learn culture.

Identify the talent and support inside.

Learn the culture of the organization even if you want to change it somewhat. Don't take pushback and anger personally. It just shows that people care about the institution like you do.

Listen. A lot. Find trusted allies early.

Listen to a wide range of perspectives. Follow your instincts. Act decisively.

Take the temperature, listen, gauge appetite for change and be visible.

Seek out advisors experienced with the institution, perhaps leaders who had significant experience at the institution you're entering, and don't have an ax to grind. You'll need some "inside" information that you can rely on moving forward.

Get to know the faculty culture.

Depends.

Take time to assess before making changes.

Spend time listening. I scheduled facilitated "listening sessions" with every segment of campus. Very well received and I learned a lot.

Learn/work the relationship between faculty and administration. Don't believe (act on) everything you hear--especially at first. After a while bring in others from the outside. Be sure to listen and learn about your new institution. Don't assume you have all the answers. Build a strong team to address challenges. Get to know the campus culture and surrounding community.

Take time to learn the culture of the institution. Get connected internally and externally. Enjoy the connections with students.

Get to know system (if any) politics well. Form collaborative relationships with other CEOs in and outside the state. Find a community mentor: a strong advisor, several if possible. Be highly visible in your community.

Question your assumptions and get to know/understand the institutional history and climate.

Do not take precipitous action without thinking through consequences.

Take time to get to know the institution well before making major changes.

Stand strong, build relationships quickly, be decisive.

Make sure that you learn all that you can about your community before taking the job.

Get to know the on/off campus community early.

Take the time to learn about the institution, especially points of pride, key current and historic plans and data points. In short, know your institution better than others expect.

Quickly make sure you have the right administrative assistant, and the Provost you want.

And CFO. Don't wait. I might, if I move, have the entire group submit resignations then put them all in as interim, and rehire or not.

Find person you trust with institutional memory. Don't try to move too fast.

Ask the campus to compile as much data as possible.

Bring their skill sets and experience, but get to know the institution intimately.

Assess.

Take the time to listen, understand the culture of the institution, and connect with community leaders.

Identify some strong members of leadership teams from within, as well as key advisors that can be trusted, who have the historical and political perspectives. Seek their advice and counsel.

Learn the landscape; use your "other-ness" as an advantage, not a limitation. Respect stewardship but have a vision.

Balance your time among internal and external constituencies. Don't take support for granted. Ask questions, demand answers internally.

Learn the new culture without assuming its better or worse than culture of past institution.

Listen. Don't talk too much about your previous institution.

Take time to get to know your new institution and don't just try to apply what worked elsewhere.

The Board of Trustees picked you for a reason. Don't conform to the university status quo.

Listen before speaking. Be "in the moment" at all times.

Listen, listen, listen.

Pay a lot of attention to the culture and learn before acting.

Endeavor to understand the environment faculty and staff very well.

Appendix K

35. What advice would you like to offer to new, first-time presidents to assist them as they enter into their new role?

Text Response--

Don't be too hasty to make changes; find out why things are the way they are. Be visible everywhere. Your role is 80 percent symbolic, so attending campus and community events exposes your support for campus and community partners.

Be the president you would like to work for, the one your institution needs at this point in its history.

It's a marathon, not a sprint.

Do only those things only you can do.

Listen to others and be available to faculty, staff, students and the external community for issues and ideas.

Take your time in understanding structure, direction and personnel. Utilize data. When ready, be bold on making changes/improvements.

Can't change things overnight. Move ahead at a reasonable pace.

Understand the culture and listen.

Trust yourself!!! Maintain an active/healthy lifestyle. Pace yourself: the presidency is a marathon, not a sprint.

Work hard. Be patient. Listen to others. Be careful about making quick adjustments.

Be patient. Listen a lot. Process matters. People want to be heard.

Forget your expertise and learn to rely on your staff. You don't have time to do a good job if you are doing theirs, too.

Seek presidential mentors and use resources.

Seek guidance from system leadership.

Get the right people on your team headed in the right direction. Get an early grip on this.

Use other presidents as mentors and sounding board. Involve your spouse/partner.

Stay calm.

Read carefully the internal and external climate.

Listen. If you have a seemingly intractable issue, call a colleague across the country and talk it through with them.

Attend AASCU/Harvard New Presidents' seminar--the relationships continue and give you a group of folks who can relate to your problems and respond in a collegial (noncompetitive) way.

Take your time in getting to know a place. Don't try to do too much too fast. Pace yourself. Build in time for reflection and renewal on a regular basis.

Get out and meet people. Build in flexible time in your calendar. Pay attention to first impressions. Build expectations for your team.

Rely on peer colleagues. That's the best support.

Listen, listen, then act.

Find a mentor.

Listen, observe, ask questions; make decisions, don't micromanage.

Enjoy the time in your new community.

Be careful of whom you bring into the inner circle and keep as many conversations public and transparent as possible.

Chill-axe (combo word for relax and chill). Word hard, be yourself, do what's right, get close to the students, enjoy the ride, Rome was not built in a day, leave some for the next

person.

Be sure to keep a balance in your life. Biggest adjustment is the public nature of the role. Build a team that is capable and who you trust.

See previous responses.

Be genuine, be yourself, realize that you don't have to be the smartest person in the room and singularly solve every problem.

Carefully evaluate all aspects and be patient in making key decisions...not too long, but don't be impatient and make poor choices!

Enjoy!

Keep your mentor or find one. It is a privilege to serve, but you must let your employees serve you, too, so you have time to excel.

Be optimistic. Universities employ brilliant people who can work together to change the world.

Listen especially to staff, as well as faculty.

Work hard but remember that it is a marathon, not a sprint. If your constituents like and trust you, they will forgive small mistakes, but work hard to avoid major mistakes or missteps.

Find someone who understands higher education, who isn't an employee, to talk openly to.

Get out and about and find ways to talk to faculty, staff, students, alumni, donors, state legislators, community members and develop a trusted group of folks you can talk to and get feedback from. As quickly as possible make sure that you surround yourself with the most talented, trusted group of leaders to assume important leadership roles in your cabinet. Realize that when you talk and what you say will be taken seriously so be careful and when and where you speak and what you say.

Formulate and share your vision as soon as you start. Make needed personnel changes immediately and assemble a competent team. Also look inwards to the institution in making senior level appointments. You cannot get 100% followership but endeavor to assemble a critical mass. Look for the newer faculty to help drive your agenda.

Appendix L

Table L1

Activities Engaged in by New Presidents and Their Helpfulness, Selected by: Helpful, Somewhat Helpful, and Uncertain; Scale 5.0 (Very Helpful) to 3.0 (Uncertain). N = 57

Question	Very Helpful (5.0)	Somewhat Helpful (4.0)	Uncertain (3.0)	Somewhat Unhelpful (2.0)	Very Unhelpful (1.0)	N	Mean
Talked with key administrators	47	9	0	1	0	57	4.79
Talked with community leaders	43	13	1	0	0	57	4.74
Talked with key faculty leaders	39	17	0	0	0	56	4.70
Made several visits to campus	37	5	3	0	0	45	4.76
Mapped out a plan of action	33	12	1	1	1	48	4.56
Reviewed Mission, Vision, Values	31	18	2	2	0	53	4.47
Talked with Board Chair	29	8	3	2	2	44	4.36
Talked with local Legislators	29	8	3	0	1	49	4.47
Made a private list of major changes to be considered	29	14	0	0	0	43	4.67
Browsed the institution's web site/social media	27	25	1	3	0	56	4.36
Reviewed the strategic plan	24	22	4	1	3	54	4.17
Talked with other Board members	24	11	4	2	1	54	4.34
Read annual reports	22	20	5	2	0	49	4.27

Appendix L

Table L1 (Cont.)

Activities Engaged in by New Presidents and Their Helpfulness, Selected by: Helpful, Somewhat Helpful, and Uncertain; Scale 5.0 (Very Helpful) to 3.0 (Uncertain). N = 57

Question	Very Helpful (5.0)	Somewhat Helpful (4.0)	Uncertain (3.0)	Somewhat Unhelpful (2.0)	Very Unhelpful (1.0)	N	Mean
Established an institutional advisory team	21	6	4	1	2	34	4.26
Consulted with predecessor CEO	18	13	5	3	6	45	3.76
Read institutional accreditation report	18	20	2	2	2	44	4.14
Read minutes of Regents/Trustee Meetings	12	19	2	2	3	38	3.92
Read policy and procedure manuals	8	21	4	5	2	40	3.70
Read faculty handbook	6	25	4	4	1	40	3.78

Appendix M

7. Please indicate all of the activities you engaged in upon accepting your position AND their helpfulness to you.

Table M1

Activities Engaged in upon Accepting Position by Institution Environment; Mean Responses; Scale 1 (Very Helpful) to 5 (Very Unhelpful)

Activities	Turnaround <i>n</i> =17	Realignment <i>n</i> =29	<i>p</i> -value Effect Size
Made several visits to the campus	<i>n</i> =11 <i>M</i> =1.27 <i>SD</i> =0.65	<i>n</i> =23 <i>M</i> =1.22 <i>SD</i> =0.52	<i>p</i> =0.807 <i>d</i> =0.09
Read annual reports	<i>n</i> =12 <i>M</i> =1.75 <i>SD</i> =0.75	<i>n</i> =26 <i>M</i> =1.73 <i>SD</i> =0.67	<i>p</i> =0.940 <i>d</i> =0.03
Read institutional accreditation report	<i>n</i> =9 <i>M</i> =1.89 <i>SD</i> =1.27	<i>n</i> =24 <i>M</i> =1.88 <i>SD</i> =0.99	<i>p</i> =0.977 <i>d</i> =0.01
Read policy and procedure manuals	<i>n</i> =10 <i>M</i> =2.30 <i>SD</i> =1.34	<i>n</i> =10 <i>M</i> =2.32 <i>SD</i> =0.89	<i>p</i> =0.974 <i>d</i> =0.02
Browsed the institution's website/social media	<i>n</i> =14 <i>M</i> =1.64 <i>SD</i> =0.84	<i>n</i> =28 <i>M</i> =1.64 <i>SD</i> =0.73	<i>p</i> =1.000 <i>d</i> =0
Read faculty handbook	<i>n</i> =10 <i>M</i> =2.70 <i>SD</i> =1.25	<i>n</i> =19 <i>M</i> =2.00 <i>SD</i> =0.67	<i>p</i> =0.125 <i>d</i> =0.77
Read minutes of Regents/Trustees meetings	<i>n</i> =11 <i>M</i> =2.08 <i>SD</i> =1.51	<i>n</i> =17 <i>M</i> =1.63 <i>SD</i> =1.01	<i>p</i> =0.270 <i>d</i> =0.37
Talked with Board chair	<i>n</i> =12 <i>M</i> =1.70 <i>SD</i> =1.14	<i>n</i> =19 <i>M</i> =1.60 <i>SD</i> =1.12	<i>p</i> =0.372 <i>d</i> =0.09
Talked with other Board members	<i>n</i> =11 <i>M</i> =1.91 <i>SD</i> =1.22	<i>n</i> =17 <i>M</i> =1.59 <i>SD</i> =1.00	<i>p</i> =0.476 <i>d</i> =0.29
Consulted with predecessor CEO	<i>n</i> =12 <i>M</i> =3.00 <i>SD</i> =1.41	<i>n</i> =21 <i>M</i> =2.19 <i>SD</i> =1.37	<i>p</i> =0.123 <i>d</i> =0.59
Established an institutional advisory team	<i>n</i> =9 <i>M</i> =2.22 <i>SD</i> =1.30	<i>n</i> =14 <i>M</i> =1.43 <i>SD</i> =0.94	<i>p</i> =0.137 <i>d</i> =0.72

Table M1 (Cont.)

Activities Engaged in upon Accepting Position by Institution Environment; Mean Responses; Scale 1 (Very Helpful) to 5 (Very Unhelpful)

Activities	Turnaround <i>n</i> =17	Realignment <i>n</i> =29	<i>p</i> -value Effect Size
Mapped out a plan of action to aid my transition into the position	<i>n</i> =13 <i>M</i> =1.85 <i>SD</i> =1.07	<i>n</i> =22 <i>M</i> =1.32 <i>SD</i> =0.78	<i>p</i> =0.136 <i>d</i> =0.59
Talked with key administrators	<i>n</i> =15 <i>M</i> =1.20 <i>SD</i> =0.41	<i>n</i> =27 <i>M</i> =1.33 <i>SD</i> =0.68	<i>p</i> =0.435 <i>d</i> =0.22
Talked with key faculty leaders	<i>n</i> =15 <i>M</i> =1.20 <i>SD</i> =0.41	<i>n</i> =27 <i>M</i> =1.41 <i>SD</i> =0.50	<i>p</i> =0.159 <i>d</i> =0.45
Talked with community leaders	<i>n</i> =15 <i>M</i> =1.27 <i>SD</i> =0.46	<i>n</i> =27 <i>M</i> =1.41 <i>SD</i> =0.57	<i>p</i> =0.390 <i>d</i> =0.26
Talked with local legislators	<i>n</i> =14 <i>M</i> =1.58 <i>SD</i> =0.89	<i>n</i> =22 <i>M</i> =1.31 <i>SD</i> =0.48	<i>p</i> =0.590 <i>d</i> =0.40
Made a private list of major changes to be considered	<i>n</i> =12 <i>M</i> =1.42 <i>SD</i> =0.52	<i>n</i> =20 <i>M</i> =1.20 <i>SD</i> =0.41	<i>p</i> =0.230 <i>d</i> =0.49
Reviewed the Mission, Vision, Values	<i>n</i> =15 <i>M</i> =1.80 <i>SD</i> =0.86	<i>n</i> =26 <i>M</i> =1.42 <i>SD</i> =0.70	<i>p</i> =0.162 <i>d</i> =0.50
Reviewed the strategic plan	<i>n</i> =14 <i>M</i> =2.00 <i>SD</i> =1.24	<i>n</i> =28 <i>M</i> =1.89 <i>SD</i> =1.10	<i>p</i> =0.787 <i>d</i> =0.10

11. CEO acclimation literature indicates new CEOs are sometimes surprised about the number of problems and challenges they encounter. Please: 1.) rate the scope of the problems/challenges that apply to your circumstance; AND, 2.) indicate whether it surprised you.

Table M2

Personnel Issues by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=45$; $\chi^2=0.796$; $p=0.491$ *; $\phi=0.13$		
Had to address immediately	81.3% $n=13$	69.0% $n=20$
Had some time to address	18.7% $n=3$	31.0% $n=9$
Not a problem	0.0% $n=0$	0.0% $n=0$
Your Findings?. $N=42$; $\chi^2=0.019$; $p=0.890$; $\phi=0.02$		
Condition was as I expected	53.3% $n=8$	55.6% $n=15$
I was surprised at this condition	46.7% $n=7$	44.4% $n=12$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M3

Accreditation Issues by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=44$; $\chi^2=2.775$; $p=0.250$; $\phi=0.25$		
Had to address immediately	37.5% $n=6$	21.4% $n=6$
Had some time to address	37.5% $n=6$	28.6% $n=8$
Not a problem	25.0% $n=4$	50.0% $n=14$
Your Findings? $N=41$; $\chi^2=0.053$; $p=1.000$ *; $\phi=0.04$		
Condition was as I expected	80.0% $n=12$	76.9% $n=20$
I was surprised at this condition	20.0% $n=3$	23.1% $n=6$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M4
Technology Issues by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=45$; $\chi^2=0.474$; $p=0.921^*$; $\phi=0.10$		
Had to address immediately	25.0% $n=4$	34.5% $n=10$
Had some time to address	50.0% $n=8$	41.4% $n=12$
Not a problem	25.0% $n=4$	24.1% $n=7$
Your Findings? $N=39$; $\chi^2=0.895$; $p=0.477^*$; $\phi=0.15$		
Condition was as I expected	78.6% $n=11$	64.0% $n=16$
I was surprised at this condition	21.4% $n=3$	36.0% $n=9$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M5
Facilities Issues by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=44$; $\chi^2=2.298$; $p=0.317$; $\phi=0.23$		
Had to address immediately	43.8% $n=7$	25.0% $n=7$
Had some time to address	31.3% $n=5$	53.6% $n=15$
Not a problem	25.0% $n=4$	21.4% $n=6$
Your Findings? $N=39$; $\chi^2=0.001$; $p=1.000^*$; $\phi=0.01$		
Condition was as I expected	71.4% $n=10$	72.0% $n=18$
I was surprised at this condition	28.6% $n=4$	28.0% $n=7$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M6
Campus Conflict Issues by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=3.852$; $p=0.146$; $\phi=0.30$		
Had to address immediately	56.3% $n=9$	26.9% $n=7$
Had some time to address	25.0% $n=4$	50.0% $n=13$
Not a problem	18.8% $n=3$	23.1% $n=6$
Your Findings? $N=40$; $\chi^2=0.008$; $p=1.000^*$; $\phi=0.01$		
Condition was as I expected	73.3% $n=11$	72.0% $n=18$
I was surprised at this condition	26.7% $n=4$	28.0% $n=7$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M7
Trustees/Regents by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=41$; $\chi^2=0.073$; $p=1.000^*$; $\phi=0.04$		
Had to address immediately	6.7% $n=1$	7.7% $n=2$
Had some time to address	26.7% $n=4$	23.1% $n=6$
Not a problem	66.7% $n=10$	69.2% $n=18$
Your Findings? $N=36$; $\chi^2=0.038$; $p=1.000^*$; $\phi=0.03$		
Condition was as I expected	84.6% $n=24$	87.0% $n=19$
I was surprised at this condition	15.4% $n=4$	13.0% $n=2$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M8
Unclear Institutional Vision by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=4.571$; $p=0.105^*$; $\phi=0.33$		
Had to address immediately	50.0% $n=8$	19.2% $n=5$
Had some time to address	31.3% $n=5$	57.7% $n=15$
Not a problem	18.8% $n=3$	23.1% $n=6$
Your Findings? $N=39$; $\chi^2=2.917$; $p=0.163^*$; $\phi=0.27$		
Condition was as I expected	71.4% $n=10$	92.0% $n=23$
I was surprised at this condition	28.6% $n=4$	8.0% $n=2$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M9
Lagging Institutional Energy by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=4.165$; $p=0.139^*$; $\phi=0.31$		
Had to address immediately	81.3% $n=13$	53.9% $n=14$
Had some time to address	18.8% $n=3$	30.8% $n=8$
Not a problem	0.0% $n=0$	15.4% $n=4$
Your Findings? $N=38$; $\chi^2=0.022$; $p=1.000^*$; $\phi=0.02$		
Condition was as I expected	64.3% $n=9$	66.7% $n=16$
I was surprised at this condition	35.7% $n=5$	33.3% $n=8$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M10

Personnel Not Working to Potential by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=2.626$; $p=0.304^*$; $\phi=0.25$		
Had to address immediately	53.3% $n=8$	29.6% $n=8$
Had some time to address	46.7% $n=7$	66.7% $n=18$
Not a problem	0.0% $n=0$	3.7% $n=1$
Your Findings? $N=39$; $\chi^2=0.203$; $p=0.721^*$; $\phi=0.07$		
Condition was as I expected	78.6% $n=11$	72.0% $n=18$
I was surprised at this condition	21.4% $n=3$	28.0% $n=7$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M11

Insufficient Data to Make Decisions by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=44$; $\chi^2=1.206$; $p=0.426^*$; $\phi=0.17$		
Had to address immediately	50.0% $n=8$	35.7% $n=10$
Had some time to address	43.8% $n=7$	60.7% $n=17$
Not a problem	6.3% $n=1$	3.6% $n=1$
Your Findings? $N=41$; $\chi^2=0.321$; $p=0.571$; $\phi=0.09$		
Condition was as I expected	50.0% $n=7$	59.3% $n=16$
I was surprised at this condition	50.0% $n=7$	40.7% $n=11$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M12

Ineffective Delegation of Responsibilities by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=41$; $\chi^2=0.983$; $p=0.744^*$; $\phi=0.15$		
Had to address immediately	50.0% $n=8$	40.0% $n=10$
Had some time to address	43.8% $n=7$	44.0% $n=11$
Not a problem	6.3% $n=16$	16.0% $n=25$
Your Findings? $N=37$; $\chi^2=0.642$; $p=0.445^*$; $\phi=0.13$		
Condition was as I expected	71.4% $n=10$	82.6% $n=19$
I was surprised at this condition	28.6% $n=4$	17.4% $n=4$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M13

Lack of Planning by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=43$; $\chi^2=4.265$; $p=0.160^*$; $\phi=0.31$		
Had to address immediately	56.3% $n=9$	33.3% $n=9$
Had some time to address	43.8% $n=7$	48.2% $n=13$
Not a problem	0.0% $n=0$	18.5% $n=5$
Your Findings? $N=38$; $\chi^2=1.057$; $p=0.472^*$; $\phi=0.17$		
Condition was as I expected	78.6% $n=11$	62.5% $n=15$
I was surprised at this condition	21.4% $n=3$	37.5% $n=9$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M14

Ineffective Organizational Structure by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=41$; $\chi^2=3.172$; $p=0.283^*$; $\phi=0.28$		
Had to address immediately	50.0% $n=8$	24.0% $n=6$
Had some time to address	43.8% $n=7$	60.0% $n=15$
Not a problem	6.3% $n=1$	16.0% $n=4$
Your Findings? $N=39$; $\chi^2=0.371$; $p=0.696^*$; $\phi=0.10$		
Condition was as I expected	71.4% $n=10$	80.0% $n=20$
I was surprised at this condition	28.6% $n=4$	20.0% $n=5$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table M15

Ineffective Communications by Institution Environment

	Turnaround	Realignment
Scope of the Problem/Challenge. $N=42$; $\chi^2=1.072$; $p=0.645^*$; $\phi=0.16$		
Had to address immediately	50.0% $n=8$	34.6% $n=9$
Had some time to address	43.8% $n=7$	53.9% $n=14$
Not a problem	6.3% $n=1$	11.5% $n=3$
Your Findings? $N=39$; $\chi^2=0.203$; $p=0.721^*$; $\phi=0.07$		
Condition was as I expected	78.6% $n=11$	72.0% $n=18$
I was surprised at this condition	21.4% $n=3$	28.0% $n=7$

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

12. Of the following individuals, please rank the Top 3 persons who were most helpful to you during your first months in acclimating to your new role, with 1 being the most helpful.

Table M16

Persons who were Most Helpful During First Months After Acclimating to New Role by Institution Environment; Mean Ranks

Activities	Turnaround <i>n</i> =15	Realignment <i>n</i> =28	<i>p</i> -value Effect Size
Faculty leaders	<i>M</i> =3.00 <i>SD</i> =1.25	<i>M</i> =3.75 <i>SD</i> =2.9	<i>p</i> =0.172 <i>d</i> =0.30
Higher Education System Office Staff	<i>M</i> =3.93 <i>SD</i> =1.44	<i>M</i> =4.11 <i>SD</i> =1.97	<i>p</i> =0.743 <i>d</i> =0.10
Provost	<i>M</i> =2.67 <i>SD</i> =1.68	<i>M</i> =4.18 <i>SD</i> =2.48	<i>p</i> =0.023 <i>d</i> =0.67
Search Committee members	<i>M</i> =4.33 <i>SD</i> =1.88	<i>M</i> =5.00 <i>SD</i> =2.02	<i>p</i> =0.288 <i>d</i> =0.34
Spouse or significant other	<i>M</i> =5.73 <i>SD</i> =4.53	<i>M</i> =4.96 <i>SD</i> =2.52	<i>p</i> =0.221 <i>d</i> =0.23
Student leaders	<i>M</i> =6.67 <i>SD</i> =1.76	<i>M</i> =7.14 <i>SD</i> =1.72	<i>p</i> =0.401 <i>d</i> =0.27
Vice President/Dean of Academics	<i>M</i> =7.67 <i>SD</i> =1.50	<i>M</i> =7.82 <i>SD</i> =2.61	<i>p</i> =0.785 <i>d</i> =0.07
Vice President/Dean of Administration/Business	<i>M</i> =7.07 <i>SD</i> =3.11	<i>M</i> =7.68 <i>SD</i> =2.89	<i>p</i> =0.534 <i>d</i> =0.21
Vice President/Dean of Advancement	<i>M</i> =9.80 <i>SD</i> =0.78	<i>M</i> =8.07 <i>SD</i> =3.39	<i>p</i> =0.015 <i>d</i> =0.62
Vice President/Dean of Student Services	<i>M</i> =9.53 <i>SD</i> =2.72	<i>M</i> =10.57 <i>SD</i> =1.03	<i>p</i> =0.174 <i>d</i> =0.58
Vice President/Director of University Relations	<i>M</i> =10.93 <i>SD</i> =2.25	<i>M</i> =8.86 <i>SD</i> =4.40	<i>p</i> =0.047 <i>d</i> =0.54
Your administrative/executive assistant/chief of staff	<i>M</i> =6.67 <i>SD</i> =5.18	<i>M</i> =5.86 <i>SD</i> =4.58	<i>p</i> =0.615 <i>d</i> =0.17

13. Campus CEOs have reported challenges in working with critical stakeholders. Please select the stakeholder groups that represented the greatest challenge in resolving institutional problems or acting on opportunities.

Table M17

Stake Holder Groups that Represented the Greatest Challenge in Resolving Institutional Problems or Acting on Opportunities by Institution Environment; Mean Ranks

Stake Holder Group	Turnaround <i>n</i> =16	Realignment <i>n</i> =25	<i>p</i> -value
Higher Education System Office Staff	<i>M</i> =6.13 <i>SD</i> =1.89	<i>M</i> =5.92 <i>SD</i> =2.04	<i>p</i> =0.745 <i>d</i> =0.11
Regents/Trustees	<i>M</i> =4.38 <i>SD</i> =1.71	<i>M</i> =4.80 <i>SD</i> =1.63	<i>p</i> =0.435 <i>d</i> =0.25
Faculty	<i>M</i> =2.19 <i>SD</i> =1.56	<i>M</i> =2.44 <i>SD</i> =1.56	<i>p</i> =0.616 <i>d</i> =0.16
Legislators	<i>M</i> =3.13 <i>SD</i> =1.41	<i>M</i> =3.32 <i>SD</i> =1.03	<i>p</i> =0.637 <i>d</i> =0.16
Senior executives	<i>M</i> =4.50 <i>SD</i> =2.19	<i>M</i> =4.24 <i>SD</i> =2.52	<i>p</i> =0.729 <i>d</i> =0.11
Students	<i>M</i> =4.81 <i>SD</i> =1.17	<i>M</i> =4.84 <i>SD</i> =0.80	<i>p</i> =0.935 <i>d</i> =0.03
Alumni	<i>M</i> =2.88 <i>SD</i> =1.09	<i>M</i> =2.44 <i>SD</i> =1.00	<i>p</i> =0.208 <i>d</i> =0.42

16. If you have replaced any direct-report senior staff since becoming CEO, how many have you replaced?

Table M18

Number of Direct-Report Senior Staff Replaced Since Becoming CEO by Institution Environment; Mean Responses

	Turnaround <i>n</i> =16	Realignment <i>n</i> =21	<i>p</i> -value
Number replaced	<i>M</i> =4.81 <i>SD</i> =3.47	<i>M</i> =3.56 <i>SD</i> =1.83	<i>p</i> =0.198 <i>d</i> =0.47

31. Survey findings about the presidency vary on how long it takes CEOs to acclimate/transition into their new roles. Achieving acclimation generally means the CEO is comfortable in his or her understanding of the campus culture, governance processes, operational practices, regional partners, and state policy climate to effectively lead the organization forward. If you believe you have achieved this, please indicate in MONTHS how long this took.

Table M19

*Length of Time in Months for CEO to Achieve Acclimation by Institution Environment;
Mean Responses*

	Turnaround <i>n</i> =15	Realignment <i>n</i> =27	<i>p</i> -value
Months to acclimation	<i>M</i> =10.80 <i>SD</i> =8.99	<i>M</i> =16.19 <i>SD</i> =7.81	<i>p</i> =0.062 <i>d</i> =0.65

Appendix N

3. Immediately before accepting this position were you employed at a(n):

Table N1

Immediate Previous Place of Employment by Gender. $N=58$; $\chi^2=1.559$; $p=0.459$; $V=0.16$

	Male $n=35$	Female $n=23$
Research University	31.4% $n=11$	21.7% $n=5$
Public Bachelor's or Master's College or University	48.6% $n=17$	65.2% $n=15$
Other	20.0% $n=7$	13.0% $n=3$

7. Please indicate all of the activities you engaged in upon accepting your position AND their helpfulness to you.

Table N2

*Activities Engaged in upon Accepting Position by Gender; Mean Responses;
Scale 1 (Very Helpful) to 5 (Very Unhelpful)*

Activities	Male n=36	Female n=23	p-value Effect Size
Made several visits to the campus	n=29 M=1.28 SD=0.60	n=14 M=1.00 SD=0.00	p=0.018 d=0.56
Read annual reports	n=28 M=1.79 SD=0.90	n=19 M=1.58 SD=0.60	p=0.357 d=0.26
Read institutional accreditation report	n=26 M=1.96 SD=1.00	n=16 M=1.44 SD=0.50	p=0.036 d=0.61
Read policy and procedure manuals	n=26 M=2.15 SD=1.00	n=12 M=2.33 SD=1.10	p=0.630 d=0.17
Browsed the institution's website/social media	n=33 M=1.70 SD=0.68	n=21 M=1.52 SD=0.93	p=0.466 d=0.23
Read faculty handbook	n=26 M=2.19 SD=0.69	n=12 M=2.00 SD=1.04	p=0.569 d=0.23
Read minutes of Regents/Trustees meetings	n=22 M=2.05 SD=1.17	n=14 M=2.07 SD=1.21	p=0.950 d=0.02
Talked with Board chair	n=27 M=1.70 SD=1.14	n=15 M=1.60 SD=1.12	p=0.777 d=0.09
Talked with other Board members	n=25 M=1.76 SD=0.97	n=14 M=1.57 SD=1.09	p=0.595 d=0.19
Consulted with predecessor CEO	n=28 M=2.04 SD=1.29	n=15 M=2.40 SD=1.50	p=0.434 d=0.26
Established an institutional advisory team	n=21 M=1.81 SD=1.17	n=11 M=1.55 SD=1.21	p=0.560 d=0.22
Mapped out a plan of action to aid my transition into the position	n=29 M=1.38 SD=0.68	n=17 M=1.41 SD=1.00	p=0.907 d=0.04

Table N2 (Cont.)

*Activities Engaged in upon Accepting Position by Gender; Mean Responses;
Scale 1 (Very Helpful) to 5 (Very Unhelpful)*

Activities	Male <i>n</i> =36	Female <i>n</i> =23	<i>p</i> -value Effect Size
Talked with key administrators	<i>n</i> =34 <i>M</i> =1.24 <i>SD</i> =0.61	<i>n</i> =21 <i>M</i> =1.14 <i>SD</i> =0.36	<i>p</i> =0.480 <i>d</i> =0.19
Talked with key faculty leaders	<i>n</i> =34 <i>M</i> =1.32 <i>SD</i> =0.48	<i>n</i> =20 <i>M</i> =1.25 <i>SD</i> =0.44	<i>p</i> =0.570 <i>d</i> =0.15
Talked with community leaders	<i>n</i> =34 <i>M</i> =1.29 <i>SD</i> =0.52	<i>n</i> =21 <i>M</i> =1.20 <i>SD</i> =0.40	<i>p</i> =0.413 <i>d</i> =0.19
Reviewed the strategic plan	<i>n</i> =33 <i>M</i> =1.94 <i>SD</i> =1.17	<i>n</i> =19 <i>M</i> =1.53 <i>SD</i> =0.61	<i>p</i> =0.101 <i>d</i> =0.41

12. Of the following individuals, please rank the Top 3 persons who were most helpful to you during your first months of acclimating to your new role, with 1 as the most helpful.

Table N3

*Persons who were Most Helpful During First Months After Acclimating to New Role;
Mean Ranks*

Activities	Male <i>n</i> =36	Female <i>n</i> =23	<i>p</i> -value Effect Size
Faculty leaders	<i>M</i> =3.61 <i>SD</i> =1.90	<i>M</i> =2.77 <i>SD</i> =1.31	<i>p</i> =0.060 <i>d</i> =0.50
Higher Education System Office Staff	<i>M</i> =4.33 <i>SD</i> =1.65	<i>M</i> =3.95 <i>SD</i> =1.46	<i>p</i> =0.376 <i>d</i> =0.24
Provost	<i>M</i> =3.76 <i>SD</i> =2.24	<i>M</i> =2.86 <i>SD</i> =1.61	<i>p</i> =0.091 <i>d</i> =0.45
Search Committee members	<i>M</i> =5.03 <i>SD</i> =2.01	<i>M</i> =5.00 <i>SD</i> =1.35	<i>p</i> =0.947 <i>d</i> =0.02
Spouse or significant other	<i>M</i> =4.61 <i>SD</i> =2.61	<i>M</i> =5.82 <i>SD</i> =1.65	<i>p</i> =0.040 <i>d</i> =0.53
Student leaders	<i>M</i> =7.09 <i>SD</i> =1.65	<i>M</i> =7.05 <i>SD</i> =1.40	<i>p</i> =0.913 <i>d</i> =0.03
Vice President/Dean of Academics	<i>M</i> =7.76 <i>SD</i> =1.82	<i>M</i> =7.95 <i>SD</i> =1.40	<i>p</i> =0.652 <i>d</i> =0.11

Table N3 (Cont.)

Persons who were Most Helpful During First Months After Acclimating to New Role; Mean Ranks

Activities	Male <i>n</i> =36	Female <i>n</i> =23	<i>p</i> -value Effect Size
Vice President/Dean of Administration/Business	<i>M</i> =7.27 <i>SD</i> =3.22	<i>M</i> =6.64 <i>SD</i> =3.30	<i>p</i> =0.483 <i>d</i> =0.19
Vice President/Dean of Advancement	<i>M</i> =8.76 <i>SD</i> =2.78	<i>M</i> =8.64 <i>SD</i> =2.89	<i>p</i> =0.878 <i>d</i> =0.04
Vice President/Dean of Student Services	<i>M</i> =10.06 <i>SD</i> =2.26	<i>M</i> =10.36 <i>SD</i> =1.73	<i>p</i> =0.577 <i>d</i> =0.15
Vice President/Dean of University Relations	<i>M</i> =9.91 <i>SD</i> =3.53	<i>M</i> =10.64 <i>SD</i> =3.16	<i>p</i> =0.429 <i>d</i> =0.22
Your administrative/executive assistant/chief of staff	<i>M</i> =5.82 <i>SD</i> =4.79	<i>M</i> =6.32 <i>SD</i> =4.87	<i>p</i> =0.709 <i>d</i> =0.10

13. Campus CEOs have reported challenges in working with critical stakeholders. Please select the stakeholder groups that represented the greatest challenge in resolving problems or acting on opportunities.

Table N4

Stake Holder Groups that Represented the Greatest Challenge in Resolving Institutional Problems or Acting on Opportunities by Gender; Mean Ranks

Stake Holder Group	Male <i>n</i> =32	Female <i>n</i> =17	<i>p</i> -value Effect Size
Higher Education System Office Staff	<i>M</i> =5.56 <i>SD</i> =2.29	<i>M</i> =6.18 <i>SD</i> =1.74	<i>p</i> =0.294 <i>d</i> =0.29
Regents/Trustees	<i>M</i> =3.84 <i>SD</i> =1.80	<i>M</i> =5.18 <i>SD</i> =1.38	<i>p</i> =0.006 <i>d</i> =0.80
Faculty	<i>M</i> =2.81 <i>SD</i> =1.69	<i>M</i> =2.00 <i>SD</i> =1.41	<i>p</i> =0.082 <i>d</i> =0.51
Legislators	<i>M</i> =2.88 <i>SD</i> =1.21	<i>M</i> =3.35 <i>SD</i> =1.32	<i>p</i> =0.224 <i>d</i> =0.38
Senior executives	<i>M</i> =5.06 <i>SD</i> =2.18	<i>M</i> =4.12 <i>SD</i> =2.37	<i>p</i> =0.182 <i>d</i> =0.42
Students	<i>M</i> =5.09 <i>SD</i> =0.89	<i>M</i> =4.71 <i>SD</i> =0.87	<i>p</i> =0.098 <i>d</i> =0.43
Alumni	<i>M</i> =2.75 <i>SD</i> =1.11	<i>M</i> =2.47 <i>SD</i> =0.94	<i>p</i> =0.359 <i>d</i> =0.27

14. As you assessed the executive abilities of your inherited direct-report senior staff, please check ALL of the processes that you employed to determine if they should be a part of your top management team.

Table N5

Reviewed Predecessor's Files by Gender. N=59; $\chi^2=0.280$; $p=0.597$; $\phi=0.07$

	Male <i>n</i> =36	Female <i>n</i> =23
No	58.3% <i>n</i> =21	65.2% <i>n</i> =15
Yes	41.7% <i>n</i> =15	34.8% <i>n</i> =8

Table N6

Reviewed Personnel Files by Gender. N=59; $\chi^2=0.138$; $p=0.711$; $\phi=0.05$

	Male <i>n</i> =36	Female <i>n</i> =23
No	52.8% <i>n</i> =19	47.8% <i>n</i> =11
Yes	47.2% <i>n</i> =17	52.2% <i>n</i> =12

Table N7

Conducted Formal Performance Appraisal by Gender. N=59; $\chi^2=1.158$; $p=0.282$; $\phi=0.14$

	Male <i>n</i> =36	Female <i>n</i> =23
No	55.6% <i>n</i> =20	69.6% <i>n</i> =16
Yes	44.4% <i>n</i> =16	30.4% <i>n</i> =7

Table N8

Personal Observations by Gender. N=59; $\chi^2=1.018$; $p=0.313$; $\phi=0.13$

	Male <i>n</i> =36	Female <i>n</i> =23
No	2.8% <i>n</i> =1	8.7% <i>n</i> =2
Yes	97.2% <i>n</i> =35	91.3% <i>n</i> =21

Table N9

Information from Colleagues Outside of the Institution by Gender. N=59; $\chi^2=0.280$; $p=0.597$; $\phi=0.07$

	Male <i>n</i> =36	Female <i>n</i> =23
No	58.3% <i>n</i> =21	65.2% <i>n</i> =15
Yes	41.7% <i>n</i> =15	34.8% <i>n</i> =8

Table N10

Formal Meetings with Staff by Gender. N=59; $\chi^2=1.377$; $p=0.241$; $\phi=0.15$

	Male <i>n</i> =36	Female <i>n</i> =23
No	13.9% <i>n</i> =5	26.1% <i>n</i> =6
Yes	86.1% <i>n</i> =31	73.9% <i>n</i> =17

Table N11

Retreats by Gender. N=59; $\chi^2=0.618$; $p=0.432$; $\phi=0.10$

	Male <i>n</i> =36	Female <i>n</i> =23
No	33.3% <i>n</i> =12	43.5% <i>n</i> =10
Yes	66.7% <i>n</i> =10	56.5% <i>n</i> =13

15. Have you replaced any direct-report senior staff since becoming CEO?

Table N12

Replacement of Direct-Report Senior Staff Since Becoming CEO by Gender. N=59; $\chi^2=0.828$; $p=0.346^$; $\phi=0.12$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	88.9% <i>n</i> =32	95.7% <i>n</i> =22
No	11.1% <i>n</i> =4	4.3% <i>n</i> =1

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

16. If 'yes,' how many have you replaced?

Table N13

Number of Direct-Report Senior Staff Replaced Since Becoming CEO by Gender; Mean Responses

	Male <i>n</i> =30	Female <i>n</i> =21	<i>p</i> -value Effect Size
Number replaced	<i>M</i> =3.83 <i>SD</i> =2.84	<i>M</i> =3.24 <i>SD</i> =2.05	<i>p</i> =0.389 <i>d</i> =0.23

25. Presidents and chancellors say that being a campus CEO is one of the greatest jobs in the world. Please select ALL the outcomes that describe what you like about your new role:

Table N14

*Serving Well in a Time of Challenge by Gender. N=59; $\chi^2=1.101$; *p*=0.415*; $\phi=0.14$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	91.7% <i>n</i> =33	82.6% <i>n</i> =19
No	8.3% <i>n</i> =3	17.4% <i>n</i> =4

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N15

*Making a Difference in Areas that are Important to Me by Gender. N=59; $\chi^2=0.046$; *p*=1.000*; $\phi=0.03$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	80.6% <i>n</i> =29	78.3% <i>n</i> =18
No	19.4% <i>n</i> =7	21.7% <i>n</i> =5

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N16

Transforming the Lives of Others by Gender. N=59; $\chi^2=0.042$; $p=1.000^$; $\phi=0.03$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	94.4% <i>n</i> =34	95.7% <i>n</i> =22
No	5.6% <i>n</i> =2	4.3% <i>n</i> =1

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N17

Being Challenged by the Variety, Breadth and Depth of the Position by Gender. N=59; $\chi^2=0.009$; $p=0.925$; $\phi=0.01$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	75.0% <i>n</i> =27	73.9% <i>n</i> =17
No	25.0% <i>n</i> =9	26.1% <i>n</i> =6

Table N18

Having an Impact by Gender. N=59; $\chi^2=0.761$; $p=0.464^$; $\phi=0.11$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	83.3% <i>n</i> =30	91.3% <i>n</i> =21
No	16.7% <i>n</i> =6	8.7% <i>n</i> =2

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N19

Enjoying Going to Work Every Day by Gender. N=59; $\chi^2=0.618$; $p=0.432$; $\phi=0.10$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	66.7% <i>n</i> =24	56.5% <i>n</i> =13
No	33.3% <i>n</i> =12	43.5% <i>n</i> =10

Table N20

Making World a Better Place by Gender. N=59; $\chi^2=0.079$; $p=0.778$; $\phi=0.04$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	47.2% <i>n</i> =17	43.5% <i>n</i> =10
No	52.8% <i>n</i> =19	56.5% <i>n</i> =13

Table N21

Inspiring Others of Differing Backgrounds by Gender. N=59; $\chi^2=0.055$; $p=0.815$; $\phi=0.03$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	63.9% <i>n</i> =23	60.9% <i>n</i> =14
No	36.1% <i>n</i> =13	39.1% <i>n</i> =9

Table N22

Improving the Quality of Life by Gender. N=59; $\chi^2=0.828$; $p=0.363$; $\phi=0.12$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	72.2% <i>n</i> =26	60.9% <i>n</i> =14
No	27.8% <i>n</i> =10	39.1% <i>n</i> =9

Table N23

Transforming My Life by Gender. N=59; $\chi^2=1.367$; $p=0.242$; $\phi=0.15$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	36.1% <i>n</i> =13	21.7% <i>n</i> =5
No	63.9% <i>n</i> =23	78.3% <i>n</i> =18

Table N24

Helping Students to Achieve Their Dreams by Gender. N=59; $\chi^2=0.002$; $p=1.000^$; $\phi=0.01$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	91.7% <i>n</i> =33	91.3% <i>n</i> =21
No	8.3% <i>n</i> =3	8.7% <i>n</i> =2

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N25

Being a Role Model to Students by Gender. N=59; $\chi^2=0.019$; $p=0.891$; $\phi=0.02$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	58.3% <i>n</i> =21	56.5% <i>n</i> =13
No	41.7% <i>n</i> =15	43.5% <i>n</i> =10

Table N26

Building My Institution so it can Effectively Serve the Next Generation by Gender. N=59; $\chi^2=0.143$; $p=1.000^$; $\phi=0.05$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	83.3% <i>n</i> =30	87.0% <i>n</i> =20
No	16.7% <i>n</i> =6	13.0% <i>n</i> =3

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N27

Being in Charge by Gender. N=59; $\chi^2=0.761$; $p=0.464^$; $\phi=0.11$*

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	16.7% <i>n</i> =6	8.7% <i>n</i> =2
No	83.3% <i>n</i> =30	91.3% <i>n</i> =21

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N28

Gaining Camaraderie with Other Presidents by Gender. N=59; $\chi^2=0.461$; $p=0.497$; $\phi=0.09$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	30.6% <i>n</i> =11	39.1% <i>n</i> =9
No	69.4% <i>n</i> =25	60.9% <i>n</i> =14

Table N29

Achieving Success by Gender. N=59; $\chi^2=0.162$; $p=0.687$; $\phi=0.05$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	55.6% <i>n</i> =20	60.9% <i>n</i> =14
No	44.6% <i>n</i> =16	39.1% <i>n</i> =9

Table N30

Building Diversity on My Campus by Gender.. N=59; $\chi^2<0.001$; $p=0.985$; $\phi<0.01$

	Male <i>n</i> =36	Female <i>n</i> =23
Yes	61.1% <i>n</i> =22	60.9% <i>n</i> =14
No	38.9% <i>n</i> =14	39.1% <i>n</i> =9

26. Listed below are commonly felt experiences of new campus presidents. Please select any of those that you have experienced.

Table N31

A Sense of Loneliness or Isolation by Gender. N=59; $\chi^2=1.242$; $p=0.265$; $\phi=0.15$

	Male <i>n</i> =36	Female <i>n</i> =23
No	58.3% <i>n</i> =21	43.5% <i>n</i> =10
Yes	41.7% <i>n</i> =15	56.5% <i>n</i> =13

Table N32

A Sense of Being Driven by Gender. N=59; $\chi^2=0.005$; $p=0.942$; $\phi=0.01$

	Male <i>n</i> =36	Female <i>n</i> =23
No	44.4% <i>n</i> =16	43.5% <i>n</i> =10
Yes	55.6% <i>n</i> =20	56.5% <i>n</i> =13

Table N33

A Sense of Responsibility to Other Employees by Gender. N=59; $\chi^2=0.614$; $p=0.490^$; $\phi=0.10$*

	Male <i>n</i> =36	Female <i>n</i> =23
No	13.9% <i>n</i> =5	21.7% <i>n</i> =5
Yes	86.1% <i>n</i> =31	78.3% <i>n</i> =18

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N34

A Lack of Time to Read and Think by Gender. N=59; $\chi^2=0.459$; $p=0.498$; $\phi=0.09$

	Male <i>n</i> =36	Female <i>n</i> =23
No	38.9% <i>n</i> =14	47.8% <i>n</i> =11
Yes	61.1% <i>n</i> =22	52.2% <i>n</i> =12

Table N35

Concern About how Others are Evaluating You by Gender. N=59; $\chi^2=1.741$; $p=0.187$; $\phi=0.17$

	Male <i>n</i> =36	Female <i>n</i> =23
No	80.6% <i>n</i> =29	65.2% <i>n</i> =15
Yes	19.4% <i>n</i> =7	34.8% <i>n</i> =8

Table N36

A Sense of not Being Able to Accomplish All that You Wish as Quickly as You Would Like by Gender. N=59; $\chi^2=0.009$; $p=0.925$; $\phi=0.01$

	Male <i>n</i> =36	Female <i>n</i> =23
No	25.0% <i>n</i> =9	26.1% <i>n</i> =6
Yes	75.0% <i>n</i> =27	73.9% <i>n</i> =17

Table N37

Sense of Urgency to Make Changes by Gender. N=59; $\chi^2=0.011$; $p=0.917$; $\phi=0.01$

	Male <i>n</i> =36	Female <i>n</i> =23
No	36.1% <i>n</i> =13	34.8% <i>n</i> =8
Yes	63.9% <i>n</i> =23	65.2% <i>n</i> =15

27. What coping strategies do you employ to deal with the stress associated with your new role?
Check all that apply.

Table N38

Physical Exercise by Gender. N=59; $\chi^2=0.116$; $p=0.734$; $\phi=0.04$

	Male <i>n</i> =36	Female <i>n</i> =23
No	22.2% <i>n</i> =8	26.1% <i>n</i> =6
Yes	77.8% <i>n</i> =28	73.9% <i>n</i> =17

Table N39

Talk with Peers, Friends, or Family by Gender. N=59; $\chi^2=1.367$; $p=0.242$; $\phi=0.15$

	Male <i>n</i> =36	Female <i>n</i> =23
No	36.1% <i>n</i> =13	21.7% <i>n</i> =5
Yes	63.9% <i>n</i> =23	78.3% <i>n</i> =18

Table N40

Relaxation Techniques by Gender. N=59; $\chi^2=0.341$; $p=0.669^$; $\phi=0.08$*

	Male <i>n</i> =36	Female <i>n</i> =23
No	91.7% <i>n</i> =33	87.0% <i>n</i> =20
Yes	8.3% <i>n</i> =3	13.0% <i>n</i> =3

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

Table N41

Spending Time Alone by Gender. N=59; $\chi^2=0.216$; $p=0.642$; $\phi=0.06$

	Male <i>n</i> =36	Female <i>n</i> =23
No	58.3% <i>n</i> =21	52.2% <i>n</i> =12
Yes	41.7% <i>n</i> =15	47.8% <i>n</i> =11

Table N42

Take a Vacation by Gender. N=59; $\chi^2=0.138$; $p=0.711$; $\phi=0.05$

	Male <i>n</i> =36	Female <i>n</i> =23
No	47.2% <i>n</i> =17	52.2% <i>n</i> =12
Yes	52.8% <i>n</i> =19	47.8% <i>n</i> =11

Table N43

*Would Apply for Another Presidency by Gender**N=23; $\chi^2=0.023$; $p=1.000^*$; $\phi=0.02$*

	Male <i>n</i> =12	Female <i>n</i> =11
No	33.3% <i>n</i> =4	36.4% <i>n</i> =4
Yes	66.7% <i>n</i> =8	63.6% <i>n</i> =7

Note: *Fisher's Exact Test rather than Pearson's Chi-Square Test

31. Survey findings about the presidency vary on how long it takes CEOs to acclimate/transition into their new roles. Achieving acclimation generally means the CEO is comfortable in his or her understanding of the campus culture, governance processes, operational practices, regional partners, and state policy climate to effectively lead the organization forward. If you believe you have achieved this, please indicate in MONTHS how long this took.

Table N44

Length of Time in Months for CEO to Achieve Acclimation by Gender; Mean Responses;

	Male <i>n</i> =32	Female <i>n</i> =23	<i>p</i> -value Effect Size
Months to acclimation	<i>M</i> =13.13 <i>SD</i> =9.35	<i>M</i> =14.22 <i>SD</i> =6.48	<i>p</i> =0.611 <i>d</i> =0.13